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**"While they were saying among
themselves 'It can not be done'
it was done."**

—Helen Keller

Psychological Factors in Casework with Blind Older Persons

HELEN LOKSHIN

SOCIAL AGENCIES concerned with the needs of older persons are increasingly likely to encounter problems related to blindness. Specialized agencies for the blind increasingly find themselves concerned with older persons. These agencies are faced with problems presented by individuals who are frequently over forty-five, more often over sixty, who have become blind during the course of adult life. In the country generally over forty per cent of those who become blind are in the two decades fifty to fifty-nine and sixty to sixty-nine years of age. In 1953 it was estimated that the blind population of our country was approximately 316,000 with an additional 25,000 persons likely to become blind each following year.¹ Glaucoma and cataracts, specific diseases of the eye

which may cause blindness, occur with greater frequency after the age of forty-five. They are recognized as the cause of about one fourth of known blindness. In addition, experience shows that despite laws for mandatory reporting, blindness among persons over sixty-five is frequently not reported to state commissions for the blind.

For some of the older persons, the onset of blindness is fairly sudden following a specific injury, an operation, or retinal detachment. For others, vision dwindles over a period of time ranging from months to years; for still others, blindness results when vision is lost in the "good eye," after vision in one eye has already been absent. In many cases the individuals are likely to have other illnesses or disabling health conditions, such as diabetes, arthritis, or cardiovascular disease, which have a high incidence among those over sixty-five.

The cases reviewed for this paper included men and women aged fifty-nine to ninety-two years of age, known to the Social Service Department of the New

A frequent writer on casework and counseling with older persons, Helen Lokshin has recently become Director of Social Service at Beth-El Hospital, Brooklyn, N. Y. She was formerly Associate Case Supervisor at the New York Guild for the Jewish Blind.

York Guild for the Jewish Blind. The group included individuals residing in their own homes or those of close relatives, in boarding homes and in nursing homes as well as residents of the Guild Home for the Aged Blind in Yonkers, N. Y. None were blind since birth or early childhood. The visual loss in some cases was the result of sudden trauma. In other cases gradual loss of vision covered periods ranging from two months up to twelve years. In the greatest number of these cases, blindness occurred after the sixtieth birthday.

Reactions to Blindness

Ability to cope with the handicap of blindness, as well as to adapt to other changes in the life situation during the older years, is in each case a product of many facets of personal adjustment, prevalent social attitudes, and available community resources. To offset the limitations imposed by blindness, a variety of services may be useful. Among these are such concrete services as: guiding, talking book machine, vocational training, recreation, living arrangements, and orientation. The last is perhaps the most basic, as it refers to the re-education of the individual to enable him to function through utilization of other senses and aids. It may include a wide range of subjects and activities, from ways of performing the diverse tasks of daily living, such as bathing, pouring liquids, shaving, cooking, threading needles, care of personal belongings and traveling alone, to braille reading, writing and typing.

Casework counseling and other services directed toward resolving problems of personal adjustment and strains in interpersonal relationships are equally essential. The blind individual, as well as other family members, requires psychological help and emotional support to enable him to acknowledge the need to live with his blindness, achieve

emotional readiness and mobilize effort to utilize the special services mentioned earlier.² In many cases, this help is needed also to enable the blind person to regain satisfying avenues of social participation. An older person who becomes blind, whether he is residing in his own home or in an institution, needs consideration as an individual, consideration for the relationship between his blindness, aging, other disabilities or illnesses and his social and emotional problems.

The way the individual reacts to his blindness, as well as the reaction of others to him, is conditioned by the prevalent attitudes toward older persons as well as toward blindness. Community practice and institutions generally do not reflect the growing knowledge about the possibilities for change, growth, and learning in the older years. It is still characteristic that "little place is found in a mobile aggressive society, except fortuitously for individuals in the postreproductive phase of life."³ Under-estimation of the varied rehabilitative potentials for emotional and social adjustment for older persons is probably one of the reasons that blindness among persons over sixty-five is frequently not reported. Analysis of the requests at application in our cases shows that the largest number of requests were for institutional placement, because both lay and professional persons considered it the only resort for older persons who became blind. In many of the cases no consideration was given to securing any services to help with the adaptation to blindness. For example, among those whose blindness resulted from diabetic retinopathy, we found often that they had received the most careful instruction in relation to the diabetes, but in no way were prepared for blindness. Moreover, in many instances, relatives, friends, and even physicians tended to protect these older

individuals from the impact of acknowledging their blindness to the point where they were discouraged from any constructive effort at personal adjustment, and problems in daily living were intensified to an extreme. These facts suggest that the combination of blindness and aging holds out special threats not only to the blind individual, but also to the sighted.

Vision plays an important part in the learning process, in reality testing, and in orienting oneself. Loss of vision at any age is a severe blow resulting in the interruptions of accustomed ways of learning, knowing, making choices, moving from place to place, and communicating with others. Loss of such powers and the consequent need to find substitute means and different ways of daily living are a threatening shock to the whole being.

The reaction to such a shock, like that to other shocks, is reflected in changes in behavior; the lowered self-esteem and threats involved in increased dependency may show up as sadness, inertia, querulousness, hostility, increased anxiety, forgetfulness, overdependence, or attempts to perform beyond capacity. The difficulties presented may be closely related to the blindness. Very often they are also due to the interaction of the shock of blindness with the impact of other changes in the life situation.

In the older years, blindness may occur when the person is endeavoring to adapt to other shocks and changes, such as those that accompany marriage of adult children, birth of grandchildren, illness of a husband or wife, death of a spouse, loss of employment, declining physical vigor, or other handicaps. The older person encounters blindness at a time when opportunities for emotional satisfaction may be dwindling, those for social participation diminishing; there seems less to which to look forward, and

questions arise about being useful and being wanted. When the person has experienced gradual loss of vision over a long period of time, without apparent reaction, a delayed or intensified reaction may appear when the individual is faced with one of these changes. In situations where an individual has worked out a satisfactory mode of living with his blindness, the shock may be reactivated when he is threatened by one of these changes. Determining the direction of help requires assessing the degree to which the loss of vision and the extent to which the emotional impact of other trauma and conflicts are creating his present problem.

Psychoanalytic data about the symbolic significance of the eye help us to understand other features of the shocking impact that blindness may have.^{4, 5} The close association of the eye with sexuality, and eye injury with castration, exists to some degree in persons who are not in the least faced with the loss of vision, and this conditions behavior toward the blind individual. The reactions of the blind person to blindness are influenced by intensity and extent of such feelings prior to blindness. In older persons, reactions to blindness may be complicated by additional anxiety and questions about self-worth related to diminished sexual powers or lack of outlet for sexual need.⁶

In addition to subconscious reactions, cultural patterns such as those which make "blind" synonymous with "beggar" or "outcast" may contribute to false and primitive fears about blindness. These may add to the anxiety and depression of the older person or his family. Subjective reactions on the part of caseworkers may also interfere with full realistic consideration of the needs and potentials of the older blind client.⁷ The impact on the worker of the depression, the apparent helplessness and

anxiety of the client and his family may obscure the hopeful rehabilitative possibilities. Unconscious fears and personal conflicts, such as those related to blindness, aging and illness may also influence the worker's reaction. The tendency on the part of some caseworkers to take at face value problems as initially presented in cases of older blind persons results from a lack of awareness of such subjective reactions.

Diagnosis and Treatment

Our experiences pointed up that comprehensive consideration of the varied interacting factors influencing psychosocial balance in each case and differential diagnosis were basic to helping older blind persons and their families deal with their current reality. Where the older person showed highly neurotic symptoms, withdrawal from reality, delusions or depression, psychiatric consultation was sought in clarifying achievable goals. Medical consultation was sought when organic involvement was suspected. Social planning could not be related alone to the blindness or age of the individual, but took into account the hopes and fears, the achievements and frustrations, capacities and interest, environmental and economic situation, interpersonal relations and physical health condition.

Understanding the connection between the blind older individual's past and his present was significant in diagnosis and setting of treatment goals. Like other adults, such persons were found to have unresolved conflicts, to have experienced hurt and anxiety in the past which were re-awakened by the new trauma of blindness. The expectations of self before blindness and the expectation of others influenced reactions to blindness. Stress on physical perfection in the past, and attitudes toward blind persons before loss of sight also determined the way one saw and

used oneself as a blind person. Opportunity for the older person to express these attitudes and to separate his fantasies and misconceptions from his present situation made learning and planning in the present more possible. Knowledge of the connection between the individual's past and present also provided clues about strengths and possible sources of satisfaction.

In the case of Mrs. A., age sixty-five, her feelings in earlier life that the least physical blemish was reason to ridicule a person interfered with her current ability to function. She felt that others must now react the same way to her. To defend herself from such reactions she tried unsuccessfully to simulate a sighted person in all her activities. Consequently she did not make the progress in orientation that might have been expected of someone who was so alert and in such relative good health. She blamed the attitudes of various members of her family and their shame at her blindness for her difficulties in adapting to her handicap. When she was able to come to grips with her own feelings of fear and shame, however, she was able to benefit more from orientation instruction.

Blindness itself has unique significance for each person. The relative importance of specific environmental and emotional factors in the psychosocial balance was clarified only as the worker came to grips with specifics rather than generalities. It was important to know whether the individual perceived difference between light and dark, or could distinguish objects, or could perceive nothing at all. It was significant if there was disparity between the functional vision and the visual acuity as measured by the ophthalmologist. When an older man was concerned with inability to care for his personal needs, it was necessary to learn whether his problem was with feeding himself, dressing, shaving, bathing or toilet needs. If it was with shaving, it was helpful to know that the problem was not that he cut himself

but rather that shaving required so much more time since he became blind. When a woman stressed difficulty in cooking, did she have trouble before she became blind? Was an electric broiler or hot plate available to reduce the hazard of using a gas stove? If such equipment was available, unwillingness to use it was often a clue to other pressures. If loneliness was a complaint, understanding of how the individual spent his time previously, as well as current opportunities for companionship, provided a basis for clarifying the kind of help needed.

The feelings of blind older persons, like those of other persons, also could not be taken for granted. It was only in dealing with the specific meaning of manifested behavior that the worker gained a fresh understanding of the meaning of blindness and its relation to the total problem in each case. In some cases this resulted in re-emphasizing that the older blind persons had the same right to self-determination as others, that on a positive basis they might choose to endure risks in order to maintain self-reliance.

Mr. and Mrs. B., age sixty-seven and sixty-nine, respectively, were referred to us by the social service department of a hospital with the request that we place Mr. B. in one of our supervised boarding homes. The hospital physician had recommended that separation of Mr. B. from Mrs. B. was advisable, as tension between them appeared to be a contributing factor in several cardiac episodes which required Mr. B.'s hospitalization. Mr. B. had become blind in an accident at the age of thirty. Until two years ago he worked and earned enough to support himself and his family. Since he stopped working he was spending much more time at home, with the result that the strife and friction which had characterized the forty years of Mr. and Mrs. B.'s marriage were intensified. It could not, however, be concluded that separation of husband and wife would reduce tensions without knowing from each of them what

the marriage meant, what they saw as good, what they saw as bad, how they felt about the suggested separation. Their satisfactions in the marriage, the sources of current tension and their desire to remain together despite them, came out more clearly as the worker commented on the ambivalence that each displayed, on the one hand going through the motions of looking at boarding homes for Mr. B. and on the other hand delaying decision. Recognition of the angry tone that Mr. B. used in telling how "this time" he was going to a boarding home, brought out his feeling that his wife wished to put him away because of his blindness. He was angry and upset and saw the separation as a way of "showing" his wife, but he really wanted her to stop the separation. His wife too, when given the opportunity, showed that despite some conflict and the risk, the preponderance of her feeling was for remaining with her husband.

In each situation the worker was concerned with understanding the nature and role of the psychological defenses. Like all people, older blind persons use defenses to maintain self esteem, or to cope with their wishes for dependence on others, in dealing with their unsolved conflicts, unmet needs, and forbidden desires. Depending on the degree to which these defenses do or do not interfere with the requirements of reality, they serve more or less well. When they are so geared as to conflict with requirements of practicality, difficulties in functioning and interpersonal relationship increase. Many of the applications were made only at the point when denial of blindness on the part of the individual or his family, with continued effort to do things exactly as if the individual could see, became threats to the safety of the blind person or that of others, or a strain on the conscience or peace of mind of those around him.

Among the older blind individuals, there are those who attempt to "act out" hostilities through their requests. Thus,

even apparently logical and clear cut placement requests by older people were found, on exploration, to be attempts to punish oneself or adult children. A number of cases could be cited where the older persons requested placement because of feeling that they have failed themselves and their children by becoming blind and deserved such "punishment." In other cases the desire was to punish an adult child. Often the parent intensified pressure for placement, in the hope that the adult child would not allow placement. Before deciding whether behavior was healthy and appropriate, or was a sign of mental illness, its meaning and motivation were clarified.

Thus eighty-year-old Mrs. C did not know the date, the day of the week, or the time when she came for the medical examination required of applicants to the home for the aged. In casework contacts we learned that she had been alert, aggressive, and accustomed to much social and community activity prior to her entering a nursing home. She told of how she accepted the plan of her children for entering the home because she saw no other possibility for receiving needed care. In the nursing home, life was so constricted that she had little reason to keep track of days. It made no difference whether "it was day or night because both were alike." A program of orientation instruction which she undertook timidly was encouraged by the caseworker. Heartened by her achievement in this, Mrs. C. and her family were able to successfully consider the plan of Mrs. C's living in a boarding arrangement and traveling twice weekly to the agency to participate in a recreation program.

The causes for behavior of the older blind individual could be understood, and achievable casework goals set, only when the balance of forces in the family were weighed, and all members of the family were considered. When an adult child or a spouse emphasized that an older person was the chief problem, manipulation of the older blind individ-

ual for the benefit of others without consideration of his own needs, wishes, and potentials could not be considered. Nor could the reverse occur without destructive impact on all involved.

In many cases the older blind person could make decisions about orientation, social outlets, daily activities and living arrangements only after considerable work with other significant persons in the familial balance, e.g. spouse or adult children. Instruction of other family members in correct ways of guiding the older individual and education about what was realistically achievable created a more encouraging atmosphere for the older person's effort at learning and constructive adjustment. Frequently these family members needed help in recognizing the older blind persons as separate individuals, subject to the same positive and negative feelings common to all people. They also needed help in dealing with their own fears and fantasies about blindness. In some cases only after an adult child was enabled to cope with dissatisfactions in his life situation could he free the parent to function according to the latter's own interests, drives and wishes.

In the case of Mrs. D., age sixty-five, both she and her adult children presented the problem in terms of need for Mrs. D. to be placed in a convalescent home after retinopathy due to diabetes had reduced her vision to a small amount of light perception. It was found that Mrs. D. was having a very difficult time keeping house for her twenty-four-year-old son as she had prior to this handicap. The guilt which her married daughter channeled into sporadic displays of concern about Mrs. D.'s safety, and frequent telephone calls, exaggerated Mrs. D.'s own anxieties, fears and discouragement.

Her dependence was further increased by her son, whose pattern of living had reflected a close tie to the mother and the home. The father had died when the son was in his early teens. Since he was sixteen the son had supported the house-

hold. A shy and somewhat withdrawn person, he had not sought social relationships, and he used his mother's need for him to rationalize this for himself. With her loss of vision, Mrs. D. became more fearful that her son might leave her, and denied her blindness by intensified efforts to please him through her cooking and housekeeping. Her failures in these tasks increased her discouragement. Having led a deprived and limited life previously, Mrs. D. now found her life even more constricted and dissatisfying. When her children were helped to separate their needs from hers and to recognize that she had needs of her own, Mrs. D. became interested in orientation. As we faced her situation with her, she decided that what she needed was a vacation instead of convalescent care. In facing the opportunity for a two-weeks' vacation at a camp for the blind, she found added incentive for accepting orientation instruction and for accelerating efforts to become more self-reliant.

In the recovery from trauma, shock or depression due to loss and change, time itself has been recognized as a factor. Time is also important in dealing with the reactions following loss of vision—or the final realization that it has occurred. Long range plans made under the pressure of this period are likely to be unsatisfactory and often indeed intensify feelings of worthlessness and depression. This is particularly true of plans for placement. When the shock reaction was still strong, time was used most effectively by offering a supportive casework relationship to the older person, as well as extending help to other members of the family. They used casework help in bearing with the depression of the blind person, and in coping with their reactions to blindness, as well as in arranging for financial, homemaker, or other concrete help, until the older person could take more responsibility for his own planning.

In the helping process the possibility for achievement was tested step by step. Frequently older persons and their fam-

ilies could accept rehabilitative possibilities realistically only as they had some experience in using a service.

Mr. E., age 76, applied for admission to our home for the aged after the death of his wife. Although he had suffered a considerable loss of vision from glaucoma ten years earlier, right after the death of his wife his vision declined further till he had only light perception left. His two sons were concerned for his safety and suggested the application. He went along with the idea because he felt bewildered and hopeless. He would have preferred to remain in his own house in the neighborhood where he had lived for twenty-eight years and had many friends. Throughout his life he had manifested a high degree of independence and perseverance and achieved much in the face of hardships. He undertook orientation instruction only because it was a required part of the application process. Despite slow progress at first, he learned to use the dial on the telephone, and to use his cane well enough so that he could resume daily walks to the synagogue without a guide. The sense of security and self-esteem he gained enabled him and his family to consider other plans that seemed less all-inclusive, and Mr. E. and his sons found considerable satisfaction in the plan for Mr. E. to continue in his own apartment with the aid of a part-time homemaker.

Similarly, applicants for admission to our home for the aged blind are required to visit the home and participate in its routines and activities as part of the application process. The reaction of individuals to these visits provided useful guides as to what such a setting might involve for them. For example, only the experience of being in this setting where all the residents were blind brought out the overwhelming threat that this was to some blind individuals. Well-timed trial use of a homemaker or housekeeper, participation in a recreation program, orientation instruction, as well as other structured experiences, also helped the older person to partialize his problem and

find answers to what he really wanted.

Conclusions

This paper grows out of experiences in a multiple service, multiple function, specialized agency for the blind, including casework counseling, recreation, orientation instruction and vocational services in its program. While this offers a unique opportunity to become familiar with the problem and needs of blind older persons, our experiences point up the importance of individualization as well as the applicability of generic casework principles. In many communities the cooperation of a number of agencies may be required to provide the varied services needed in any case; for example: the family agency, local office of the state commission, the vocational agency, the golden age program.

In all social programs, deepened understanding of individual requirements

has guided workers and agencies in improving services and finding ways to help people who could not be helped before. Too often still, the possibilities for useful and satisfactory living in the community for the older person who becomes blind are regarded in a hopeless light. Lack of information about the wide range of possibilities for help results in delaying the use of available services, thereby impeding realization of the fullest benefit. Re-emphasis of the common and individual needs of older blind persons reveals the considerable potential for encouraging social functioning through personal counseling and social planning, including use of specialized services for the blind, as well as those services available to the community as a whole. The need for improving the effectiveness and range of integrated services for blind older persons is a challenge not only to agencies for the blind but also to other social agencies serving older people.

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a survey of VOCATIONAL OBJECTIVES *of blind college students in the U. S.*

J. ALBERT ASENJO
and
SEYMOUR AXELROD

THERE BEING LITTLE or no systematic information on the vocational objectives of blind college students, the consultant in Vocational Planning of the American Foundation for the Blind in October 1953 instituted a survey designed to yield such information. The data were turned over for analysis to the Department of Research Planning and this paper presents some of the findings. It is expected that these will be of use to specialists in guidance, training and placement of young blind persons who appear to be qualified for academic training beyond the secondary level.

Procedure:

Questionnaires were sent to governmental agencies for blind persons in forty-eight states, the District of Columbia, Hawaii and Puerto Rico. The questionnaire asked for information on the blind students known to the agency who entered college during the academic years 1950 to 1953. Since the returns showed that a plurality of the sample indicated teaching as their vo-

cational choice (see below), information was next sought on several aspects of this profession as it relates to blind persons. (1) State departments of education and state agencies serving blind persons were asked to submit information on blind persons teaching in the public schools of their counties or states. (2) Where name and address were made available of the public school teachers on whom information was obtained in (1) above, these teachers were asked to submit information directly. (3) County superintendents of education in 151 of the most populous counties in the United States were asked to supply information on county ordinances dealing specifically with the effects of blindness on the employability of applicants for teaching positions. (4) From data collected annually by Dr. P. C. Potts, Consultant in Education at the American Foundation, information was tabulated on teachers in residential schools for blind children in the United States.

Results:

Objectives

Of fifty-one agencies contacted, forty supplied data of varying degrees of

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completeness on the vocational objectives of blind college students known to them. Information was completely lacking from agencies in states serving about twenty-five per cent of the population of the United States (1950 census). A source of an indefinite amount of error may lie in the interpretation of

the wording of the questionnaire: "Please submit the following data for blind students entering college during the academic years 1950, 1951, 1952 and 1953." Many agencies listed students entering in earlier years, while others interpreted the request literally. The vocational objectives of the 493

TABLE I
DEGREES OF VISION AND OCCUPATIONAL CHOICES OF 493 BLIND COLLEGE STUDENTS
DEGREES OF VISION*

	10		11		12		13		14		15	16-18	20-21	99	All De- grees		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1. Agriculture	0	0	0	0	1	0	0	0	1	0	2	0	0	0	4	0	4
2. Business	4	0	1	0	2	0	0	0	2	0	7	0	1	0	20	0	20
3. Sales	0	0	0	0	0	0	0	0	1	0	2	0	1	0	4	0	4
4. Insurance	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
5. Public and In- dustrial Relations	2	0	0	0	0	0	0	0	0	2	0	0	0	0	2	2	4
6. Clerical	1	0	1	0	0	0	0	0	0	1	0	1	0	0	2	2	4
7. Law	27	1	4	0	3	0	4	0	4	0	6	0	0	0	49	1	50
8. Education	27	13	5	3	10	5	6	1	11	8	21	21	0	1	85	56	141
9. Music Teaching	8	6	2	4	3	3	0	1	2	1	4	1	0	0	20	18	38
10. Home Teaching	1	6	0	1	0	1	0	0	1	1	0	3	0	1	2	13	15
11. Counseling	5	0	2	0	2	0	1	0	1	0	1	0	0	0	13	0	13
12. Rehabilitation	2	0	0	0	0	0	0	1	0	1	2	2	0	0	4	4	8
13. Social Work	3	12	3	4	3	6	2	2	4	1	6	3	1	0	25	31	56
14. Physical Therapy, Chiropractic, and Massage	3	0	1	0	2	1	0	0	1	0	1	1	0	0	9	2	11
15. Psychology	0	1	1	0	0	0	0	0	0	0	1	0	1	0	3	1	4
16. Engineering	2	0	1	0	0	0	0	0	1	0	1	0	0	0	5	0	5
17. Physical Science	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	2
18. Foreign Service	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	2
19. Journalism and Writing	5	2	0	2	2	0	0	0	0	0	2	0	0	0	12	4	16
20. Music	3	3	4	0	4	0	0	0	2	0	1	0	0	0	14	4	18
21. Radio-TV	6	0	0	0	0	0	0	0	1	0	4	0	0	0	11	0	11
22. Interpreting	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	2	3
23. Religion	3	0	2	0	3	0	2	0	4	1	4	3	0	0	19	4	23
24. Other	0	1	0	0	1	0	1	1	1	2	2	0	0	0	5	4	9
25. Undecided	1	1	1	0	1	0	0	0	0	1	0	1	0	0	3	3	6
26. Unknown	7	2	1	2	5	0	2	0	1	0	2	2	0	0	18	6	24
TOTALS	112	49	29	16	44	16	18	6	38	20	70	39	4	2	335	158	493
	161		45		60		24		58		109		6		23		7

* 10 = Absolute blindness
11 = Light perception and/or projection
12 = Motion to but not including 5/200
13 = 5/200 to but not including 10/200
14 = 10/200 to but not including 20/200
15 = 20/200
16-18 = Peripheral vision limited
20-21 = Better than 20/200, no limitation of peripheral vision
99 = Not reported
See Kerby¹

TABLE II

OCCUPATIONAL CHOICE AND TYPE OF HIGH SCHOOL ATTENDED OF 425 BLIND COLLEGE STUDENTS WHO ATTENDED EITHER RESIDENTIAL OR NON-RESIDENTIAL HIGH SCHOOLS, BUT PRESUMABLY NOT BOTH.

TYPE OF SCHOOL

	RESIDENTIAL		OTHER	
	Number	Per Cent	Number	Per Cent
1. Agriculture	1	1	3	1
2. Business	4	2	16	7
3. Sales	0	—	4	2
4. Insurance	2	1	0	—
5. Public and Industrial Relations	1	1	3	1
6. Clerical	1	1	3	1
7. Law	20	10	23	10
8. Education	54	28	55	24
9. Music Teaching	27	14	8	3
10. Home Teaching	1	1	11	5
11. Counseling	6	3	6	3
12. Rehabilitation	2	1	6	3
13. Social Work	21	11	30	13
14. Physical Therapy, Chiropractic, and Massage	6	3	4	2
15. Psychology	0	—	4	2
16. Engineering	0	—	5	2
17. Physical Science	1	1	1	—
18. Foreign Service	0	—	2	1
19. Journalism and Writing	5	3	9	4
20. Music	9	5	9	4
21. Radio-TV	7	4	3	1
22. Interpreting	1	1	1	—
23. Religion	9	5	13	6
24. Other	4	2	5	2
25. Undecided	1	1	3	1
26. Unknown	10	5	5	2
Total	193	—	232	—

students on whom we have data, and their degrees of vision, are given in Table I*. The classification of vocational choices was developed through inspection of the data; the breakdown of degrees of vision is based on that recommended by the Committee on Statistics of the Blind and used generally in the Foundation¹.

With regard to the latter classification, it should be pointed out that, in some cases, visual acuity was reported to us in fractional form with other than 200 feet in the denominator; such

cases were assigned to categories in our classification within whose range the fractions fell when converted to percentages. Thus, 10/100 would be equivalent to 20/200. This puts the emphasis on visual angle, which is perhaps not entirely satisfactory², but in view of the small number of cases in which this procedure was necessary it is felt that too great an inaccuracy is not involved.

The most striking finding is the large number of students who indicate a desire to become teachers. Of 469 whose occupational choice is known, 141 (thirty per cent) have chosen this field. Next highest are social work (twelve per cent) and law (eleven per cent). Table II reveals what to us was a surprising finding: of 425 students for

* One large state supplied little more than the names of sixty-one students. This group is not included in any of the tables here presented.

TABLE III

SEX, DEGREE OF VISION AND CLASSES TAUGHT BY 41 BLIND PUBLIC SCHOOL TEACHERS.

CLASSES TAUGHT

		Preschool	Elementary	Jr. Sr. H. S.	Handi- capped	Unknown	All Classes	Total
Totally blind	M	—	1	2	—	—	3	5
	F	—	—	1	1	—	2	—
Light perception	M	—	—	4	—	—	4	5
	F	—	—	1	—	—	1	—
Movement—4/200	M	—	—	1	—	—	1	3
	F	—	1	—	1	—	2	—
5/200—9/200	M	—	—	—	—	—	—	—
	F	—	—	—	—	—	—	—
10/200—19/200	M	—	—	2	—	—	2	5
	F	—	2	1	—	—	3	—
20/200	M	—	1	4	—	—	5	12
	F	1	4	2	—	—	7	—
Unknown	M	—	—	4*	1	1	6	11
	F	—	4	—	1	—	5	—
All degrees	M	—	2	17	1	1	21	41
	F	1	11	5	3	—	20	—
Total		1	13	22	4	1	41	—

* Includes one principal.

whom appropriate data are available, the occupational choices were essentially similar whether they attended residential high schools or other types of schools. The largest discrepancy is that between the percentages of the two types of high school graduate who indicated a desire to become music teachers; this is understandable in view of the generally greater emphasis placed on music in residential schools.

Employability as Teachers

In view of the large percentage of students listing teaching as their objective, information bearing on their chances for employment would be helpful. Jernigan³ reported in 1955 that of 153 counties and city school districts in California to which inquiries were directed, 111 replied to the query "Does your school district now have in its

employ any elementary or secondary teachers who are blind?" The responses were unanimously negative, although Jernigan refers to an unspecified but small number recently hired for public school classes. Further, in these 111 districts only three applications for employment had been received from blind persons in the five years preceding the date of the questionnaire. In response to our inquiries, forty-six state departments of education and/or state agencies serving blind persons, and the agency in the District of Columbia, reported known to them a total of fifty-four blind teachers in their public schools.

It is likely that there are more employed blind teachers than the fifty-four made known to us. Thus, the department of education of one large eastern state pointed out that since their records are not arranged by physical

status, such information was not accessible. Further, the possible ambiguity of the term "blind" may in some cases have led departments of education to exclude all but totally blind or light-perception cases. In addition there is reason to believe that some teachers, not reported to us, may be functioning within the legal definition of blindness without the knowledge of either the departments or agencies of their states.

Information on sex, classes taught, and degree of vision of forty-one blind teachers in public schools appears in Table III. The numbers are rather small and allow for no clear-cut inter-

pretation. However, it is perhaps significant that fourteen of the forty-one (thirty-four per cent) teach in the elementary grades, where problems of discipline are most often cited as disqualifying blind persons from teaching.

Data on age at onset of blindness and teaching experience of nineteen teachers for whom information was available are tabulated in Table IV. Again, the data are few, but note that of eighteen for whom age at onset is known, fourteen (seventy-eight per cent) were hired after onset without previous public school experience.

Although there are probably more

TABLE IV

AGE AT ONSET AND TEACHING EXPERIENCE OF 19 BLIND PUBLIC SCHOOL TEACHERS.

Teacher	Onset	Years Taught Pre-Blind	Years Taught Post-Blind	Total Years Teaching
1.	0	0	1	1
2.	0	0	1	1
3.	0	0	1	1
4.	0	0	1.5	1.5
5.	0	0	1.5	1.5
6.	0	0	3	3
7.	0	0	3	3
8.	0	0	4	4
9.	0	0	6	6
10.	1	0	5	5
11.	5	0	3	3
12.	6	0	1	1
13.	15	0	20	20
14.	21	0	3	3
15.	28	6	2	8
16.	30	3	17	20
17.	38	13	1	14
18.	41	20	5	25
19.	unknown	unknown	unknown	6

TABLE V

SUMMARY OF RESPONSES FROM 88 COUNTY SUPERINTENDENTS OF EDUCATION REGARDING ORDINANCES BEARING ON EMPLOYABILITY OF BLIND APPLICANTS.

Category	Number	
A	1	Ordinance prohibits hiring.
B	8	No written ordinance, but (a) application requires listing of physical handicaps, and/or (b) vision test required, and/or (c) physical fitness required.
C	8	No written ordinance, but blind persons not hired.
D	60	No written ordinance; no further information.
E	2	No written ordinance; declined to state hiring policy.
F	5	No written ordinance, but must demonstrate no loss in efficiency.
G	9	Reply unclear.

TABLE VI

SEX AND VISUAL STATUS OF 1114 TEACHERS IN RESIDENTIAL SCHOOLS FOR BLIND CHILDREN.

	MALE		FEMALE		TOTAL	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Sighted	224	20.1	629	56.5	853	76.6
Blind	134	12.0	127	11.4	261	23.4
Total	358	32.1	756	67.9	1114	100.0

TABLE VII

GRADES AND SUBJECTS TAUGHT BY 261 BLIND AND 853 SIGHTED TEACHERS IN RESIDENTIAL SCHOOLS FOR BLIND CHILDREN IN THE UNITED STATES^a.

	Sighted Female	Sighted Male	Blind Female	Blind Male	Total
Kindergarten and Preschool ^b	61	—	4	—	65
Elementary ^c	303	34	60	31	428
Jr. and Sr. High School ^d	27	18	5	6	56
Grade Unknown ^e	7	—	—	—	7
Arts and Crafts	16	3	3	2	24
Braille	13	1	18	6	38
Commercial	17	4	—	1	22
Deaf-Blind	12	2	1	—	15
English	32	12	6	8	58
Guidance, Counseling and Psychology	3	11	—	3	17
Home Economics	58	—	1	—	59
Language	12	8	2	3	25
Librarian	13	3	5	1	22
Mathematics	13	15	6	10	44
Music	74	40	32	25	171
Physical Education and Travel	40	33	6	13	92
Piano Tuning and Repair	—	4	—	25	29
Science	12	16	1	7	36
Shop and Manual Training	11	41	3	36	91
Social Studies	19	18	2	15	54
Speech	8	4	2	—	14
Typing	33	6	1	—	40
Ungraded	15	2	6	5	28
Supervisory ^f	16	19	1	6	42
Other	10	10	4	4	28

^a Since many teachers were reported as teaching more than one grade and/or subject, only rows have unambiguous meaning. E.g., of 24 teachers reported as teaching Arts and Crafts, 16, 3, 3 and 2 were sighted female, sighted male, blind female and blind male, respectively.

^b Includes kindergarten, pre-school, and nursery classes.

^c Grades 1-8.

^d Grade unspecified.

^e Sight-saving classes.

^f Includes deans, supervising teachers, et al., but excludes principals.

than fifty-four blind teachers in the public schools, the total number must be rather small; this should be of some interest to vocational counselors and blind students. On the other hand, it obviously has been possible for some blind persons, adequately trained, to obtain teaching positions. While we have no comparable figures for sighted teachers, something of the "staying power" of the eighteen teachers on whom data are available is represented in Table IV ("Years taught post-blind"). The median number of years is about three. Unfortunately, the wording of the inquiries allowed equivocal responses; we cannot determine how many schools are represented in any one respondent's experience.

Of 151 county superintendents of education, eighty-eight replied to our query concerning ordinances affecting the employability of blind applicants for teaching positions (Table V). It is entirely possible that selective factors operated to make the percentage of counties reporting that blindness disqualifies applicants smaller than would have been the case had all superintendents responded; there may have been some hesitancy in reporting such restrictions.

Note that eighty-three counties (ninety-four per cent of those replying) have no written ordinances. This is not to say, however, that otherwise qualified blind persons would be hired. We have no knowledge of how the information obtained under (a) and (b) in category B is acted upon by these counties, nor whether "physical fitness" is construed as including absence of uncomplicated blindness. Category C is self-explanatory. Two counties (category E) simply stated that no policy has been adopted. "Loss in efficiency" (category F) is another ambiguous term. Finally, sixty counties simply wrote that they have no written

ordinances (category D); whether blind applicants would be considered remains uncertain.

Tables VI and VII summarize available information on 1114 teachers, blind and sighted, in residential schools for blind children for the school year 1954-1955. Only one school in the continental United States is not represented in these tabulations. From Table VII it can be seen that blind teachers are represented, though in some cases minimally, in all classes except sight-saving.

Other Fields:

It would be convenient to have systematic information on the employment possibilities in many fields. Such information is, however, almost totally lacking. The Study Group of Professional Social Workers in Agencies for the Blind has collected data bearing on the training and employment of blind social workers in agencies for the blind and in non-specialized agencies⁴. These data have not yet been analyzed. Hyde⁵ has edited a series of papers on law as a profession for the blind; this consists of advice from successful blind men in the field to blind prospective lawyers on building a practice and on techniques which might be useful to such persons.

A comprehensive analysis of many individual employment fields would appear to be out of the question. It seems both more realistic and more meaningful to attempt to determine the degree of success which blind college graduates have had in obtaining employment in fields for which college education presumably prepared them. Buell⁶ and Fitting⁷ have studied groups of former students of two residential schools with respect to occupational status, but so far as we know, no similar investigation of former college students has been reported. The American

Foundation for the Blind is contemplating a follow-up of the student sample described in this paper which will be designed to elicit this kind of information. If the study materializes, the results will appear in this journal.

Summary:

Summaries are presented of informa-

tion gathered via questionnaires on vocational objectives of blind college students in the United States and on several topics related to sub-college teaching as a profession for blind persons. The possibility of a follow-up study of the employment status of the blind students who formed the subject sample of this survey was mentioned.

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In an effort to establish unity and harmony in their views on federal legislation affecting blind persons, representatives of four organizations met for a two-day session in New York December 13-14. The above candid photo shows Hulen C. Walker, center, AFB Washington representative, as moderator for the conference of AAWB, AAIB, BVA and AFB leaders.

THE ROLE OF COMPANION

ALAN G. GOWMAN, Ph.D.

FEW PHYSICAL disabilities are as capable of disturbing patterns of human interaction as is blindness. Evoking in others deep and complex emotions, it tends to create impregnable barriers separating those who are blind from the larger society of the sighted. Judgments based on individual uniqueness, which are often present in the social milieu of the sighted, give way to overriding stereotypes and effectively block flexible interpersonal processes. Lack of contact with the blind makes understanding especially difficult, since it precludes that knowledge of experience so vital to informed social relationships.

But the blind, like other marginal persons, do engage in certain interpersonal relations which are unmarred by the introduction of stereotypical responses. Such associations, however, are rare in their experience, for if he is to relate casually to a blind acquaintance, the sighted individual must undertake the difficult task of relearning where aspects of the stereotype have become ingrained. He must rework his fund of social knowledge concerning blindness and lay aside such notions as are commonly linked to the image of the blind beggar. These might include a certain spiritual quality, an assumed sixth sense, or other compensatory attributes

such as a mystical talent for music. Moreover, he may be involved in the attempt to control primitive psychological forces as well as tendencies toward over-identification and projection. He must have a capacity and a desire to understand not only the blind individual's range of limitation, but also his much broader range of capability. Learning, of course, must take place on both sides of the relationship, for the blind individual as well as his companion must adjust to a unique interpersonal flow.

It should be stressed that the blind person under consideration here is one who is oriented to full participation in the main currents of the larger society, who strives to fashion his attitudes and behavior in a manner roughly similar to that of the non-injured. Rejecting the passivity and tragic dependence commonly associated with his role, he energetically pursues a more active path. For just as there are many levels of role activity which can be associated with the status of Negro, so, too, there is a variety of role definitions available to the blind person. These efforts will meet with limited success, however, for while many of the losses involved in blindness may be overcome or mitigated, others are intrinsic to the disability and resist change. These inherent disadvantages will, of course, color the interpersonal process and stamp it as unique.

Lack of visual contact and the inability to respond to gestures or similar conversational cues are but two of the

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many limitations shared by the blind and their sighted companions. Since the blind can do little to fill in these areas of intrinsic loss, a heavy burden rests on the companion, who must sensitize himself to these fixed disadvantages and make appropriate behavioral adjustments. He must recognize that the blind have neither the ready access to scraps of information gleaned from current literature nor the awareness of the physical environment which forms the basis of much informal conversation.

If the companion succeeds in contributing sufficiently to the areas of intrinsic loss, and if the blind individual compensates his companion by maximizing his own contributions in those areas where blindness does not offer such stringent limitations, an ongoing relationship having essential equality can be elaborated.

Blind Person's Contribution in Social Exchange

One of the unique contributions of the blind, for instance, may be the somewhat unusual perspective from which they view their society. Marginal by definition, a blind individual can offer his companion a variety of new insights concerning interpersonal processes. This contribution may be accepted in a symmetrical relationship, with the sighted person filling in those areas which are essentially dependent upon sight as well as insight. Such a form of social exchange is, of course, not unique to relationships in which one member is culturally defined as handicapped: every individual has his particular range of social talents and limitations and will thus make diverse contributions to any interactive relationship. But, while it is not singular, the play and counterplay involving a blind individual is distinctly different from the normal model in terms of the

kinds and number of areas subject to limitation.

The kind of relationship studied here is not that which might result if the blind person accepts and plays out the stereotypical role, and his companion holds a system of stereotyped expectations which would roughly gear in with the behavior of his blind acquaintance. Rather, the relationship is of a more complex character in which the interactive process itself serves to construct new definitions of the situation. Beliefs anchored in the stereotype are cast aside, and attitudes are refashioned in a manner appropriate to the emerging relationship. More traditional modes of action may have to be drastically reworked, and alterations will take place in normative patterns customarily shared in the larger society, as well as in the meaning and use of symbols such as gestures or other social signals common to the culture. Unstructured situations will be a permanent feature of the relationship, and they must be met and dealt with if some level of integration and stability is to be achieved.

Initially, the situation of action will be defined in large part by the blind individual. The necessity to alter stereotypical concepts, coupled with the sheer lack of knowledge concerning blindness, implies that the role of social innovator will fall primarily to the disabled member of the relationship. The blind individual must make rather complex definitions of his situation of action, interpreting the behavior of significant others as it impinges upon his own. In assuming this role, the blind person must in some sense reverse the "downward" flow of action that is customarily his lot when engaging others in the society. While there are many barriers to be overcome in the building of an integrated relationship, it is critical to eventual stability that the companion be able to accept the blind in-

dividual as teacher, along with the status implications of that role. Thus, a high degree of flexibility and receptivity is necessary on the companion's part.

Group Pressures on the Companion

Once some degree of integration has been achieved, and a relationship which is subcultural in character has evolved, the companion finds himself playing out an extremely complex social role, a role which is often laden with conflict. He will soon become aware of the hard stares and frowns directed toward him as he attempts to relate casually to his blind friend. Playful roughhousing, heated arguments, and light sarcasm all lack the funereal quality thought appropriate to relationships with the blind. When these and other evidences of reciprocity appear, they may be subtly but firmly condemned. Others will exert the pressures of the stereotype against the companion in a collective attempt to modify his behavior. These uninitiated persons utilize the same fundamental mechanisms of control which operate in any group situation when one of its members has assumed a deviant position. The group pressures are, in effect, collective enforcement of stereotypical behavior, tending to pull the companion back into the larger orbit of society.

In illustration, we may locate the blind individual and his companion among a group of uninitiated others, and assume that their response to the situation will be colored by the stereotype of the blind, which is focused upon a broad range of limitations which, it is believed, tend to cripple the blind individual in most areas of routine functioning. Further, they may feel that when a blind person is companioned, the companion will initiate most of the action for him. For instance,

the companion who recognizes that the blind person is fully capable of finding his own coat in a crowded hallway may let him proceed. The companion is then placed under the onus of "heartlessness" by the uninitiated group. Succumbing to pressure, the companion finally assists the blind individual, who thereupon turns on him for being overhelpful and stressing the assumed limitation. Thus, the companion is punished by both parties.

The example above illustrates how an area of competence may be denied to the blind person or overridden through the enforcement of stereotypical behavior by the larger collectivity. In another situation, entering a restaurant for a meal, the companion is abruptly reminded of his friend's disability by the behavior of waitresses and customers. Again, if the blind-sighted pair joins a group of sighted individuals, the conversation may shift into neutral areas, or, conversely, it may be concerned only with blindness. In either case, the actions will tend to emphasize the uniqueness of the blind and their distance from the group. More subtly, there has been a shift in orientation; the blind person's difference has been pointed up, and the companion's frame of reference undergoes a spontaneous change. It becomes increasingly difficult to maintain that subcultural definition of the situation which has been worked out in prolonged interchange between the companion and the blind individual. The novel definition is a precarious one which has been nurtured in more isolated, and in a sense more sheltered, contexts. The companion's reference group in these public situations tends to become the larger society rather than the blind-sighted dyad, and he begins to reshape his attitudes, evaluations, and behavior back toward the approved stereotypical norm. Moreover,

these group points of reference influence the companion's self-evaluation, so that he may be forced to question his own "difference" as demonstrated by his unusual intimacy with the blind.²

The reciprocal relationship, it must be stressed, arises from a blend of intellectual exchange and less explicit emotional cues. Because this unusual relationship is held in a finely balanced and subtle equilibrium, the brunt of gross social reality may send the stereotype crashing through to upset it. The companion must thus embody a paradoxical combination of qualities. He must be passively receptive enough to learn the singular modes of reciprocal interaction, yet aggressive enough to hold fast to this definition and resist the group pressures toward a relapse into stereotypical conformity.

Collective enforcement of stereotypical behavior is seen again in the ambiguous position of the companion when accompanying the blind individual. Others are confused because they do not know whether to react to the latter directly or through the mediation of the companion. A waitress, for instance, may solve the problems of interaction by simply turning to the companion and saying, "What does he want?" At some later stage, when the blind individual and his companion have become familiar figures in the restaurant, the same waitress may channel all her conversation and activities toward the blind person. As a result, one or the other is often ignored. Few persons know how to encompass both in the same universe of social action, since they have "special" behavior for the blind which is incompatible with the presence of a third party. Communication may be directed wholly to the companion, directed primarily to the blind individual, or channelled through the companion as mediator. While most triadic communication is undoubtedly

asymmetrical, the presence of blindness lends added increments of strain. Any of the alternative distortions of communication tend to exert negative influence on the reciprocal orientation of the companion. On the other hand, there is the possibility here, as in all the situations described, that the companion will be inspired by the gauche behavior of the uninitiated to redouble his own tenacity. He may hold strenuously to his definition of reciprocity, even flaunting it in a way which alienates the third person.

Uninformed others constantly remind the companion of his blind friend's disability and block his reciprocal inclinations. This implies that the companion is inevitably faced with a choice, in which he has to decide whether to defy the collectivity, paying the price of reciprocity, or else adhere to the group's stereotype of the blind. This dual allegiance, however, need not always flare into overt conflict. For the intensity of choice may diminish over time as the groups involved grow more fully acquainted with the definition of the situation as it is exemplified by the companion and the blind individual. The anguish involved in choice can also be diminished if the blind person renounces areas of capability and adopts a dependent attitude. While his assumed commitment to dominant values makes this unlikely, under some conditions he may do so grudgingly. For in certain circumstances, the compelling force of the socially assigned role is such that it overwhelms the blind individual as well as his companion and forces the behavior of both back toward approved stereotypical norms. The driver of a bus, for instance, may say to the companion, "That's OK, buddy, he don't have to pay," and with passengers pressing in from all sides it is no time to attempt a change in the driver's fund of social knowledge.

Moreover, the companion has at his disposal various alternatives which, at worst, would not evoke sanctions from either the blind individual or the surrounding group.³ Referring back to the coat situation to illustrate this point, the companion might quickly pick out the blind individual's coat, roughly shoving it into his hands with a laughing, "Damn it all, why don't you hurry the hell up!" This maneuver offends neither side and constitutes a middle course. Still other possibilities are open to the companion in his attempt to minimize the clash of definitions. In choosing one of these, however, the companion has necessarily lost an opportunity to affirm his belief in the capabilities of the blind; if freely used, these alternative solutions will tend to erode the subcultural relationship so carefully worked out.

However, this does not change the major point that the companion, while accompanying his blind friend, is thrust into a position of conflicting group memberships, and must resist the coercive forces of the stereotype if he is to maintain a reciprocal tie with the blind individual. If the companion has accepted as legitimate his friend's expectations concerning his role, he is caught in a conflict situation and must either compromise the expectations of the group and the blind person, or throw in his lot with one set of expectations or the other. Complete fulfillment of both sets is obviously impossible, as would be a middle course in many situations. Negative sanctions will be forthcoming from either the group or the blind person if the expectations of either are sacrificed.

On another level, the companion may experience personality conflict. As in the earlier description of coat-hunting in a crowded hallway, the conflict has a patterned character stemming from the companion's overlapping group mem-

bership and thus fits the type case of role conflict entailed by dual allegiance. Basically, the dilemma is imposed by the lack of integration between two contrasting definitions of the situation, one ordered to a stereotype, the other to an idiosyncratic compact of companion and blind individual.

Toughness vs. Sympathy

Uninitiated others may make false assumptions concerning the motivational process that underlies the companion's status. They may, for instance, admire him for his altruism rather than for his mastery of a complicated social role. Reciprocity has not been achieved through a generous application of Christian values on the part of the companion, but through his willingness to respond to the challenge of a difficult learning process. A display of emotion at any stage of the developing interactive pattern would destroy the potential reciprocal relationship. On the contrary, a certain toughness, rather than sympathy, is more nearly an imperative for the companion, and few could do worse than a blatant "do-gooder."

Playing the role invites a range of projective responses from others in the society, which tend to be more active when the companion is female. This range runs the gamut from naked curiosity to a simpering kind of "isn't-that-nice" smile. In any case, there is a heightened interest in the relationship existing between the two individuals, as well as in the individuals themselves. Although the role of companion is a distinctly new psychological experience for most persons in the culture, there are other roles which have a parallel structure despite sharp differences in manifest content. Discussions with a white girl engaged to a Negro whose associations were predominantly in white society brought to light some

points markedly similar to aspects of the situation presented here. In her companion role, she often found herself ordered to a limbo, with the overt group interest centered in her Negro fiancé, while under other conditions mediation was a prominent feature of her role, as it is with the companion of the blind.

Seemingly disparate roles of this character may be analyzed in process terms through the application of a single theoretical structure, and resulting uniformities may illuminate or modify role conceptualizations. Certain roles, for example, may be surrounded by substantial overt structures of attitudes or expectations, while others may be the object of a mass of covert attitudes and expectations. The kind of attitudinal matrix surrounding the companion of the blind has obvious implications for his subjective role definition, since the excess of implicit attitudes may serve to heighten or cloak the ambivalence which he must inevitably experience.

In his role, the companion necessarily assumes an obligation to combat manifestations of the stereotype, and the task will bring him into direct opposition with those who embrace the model or dominant pattern. As he attempts to change society's view of the blind individual's situation or its attitude toward the blind, he confronts a composite of problems met by anyone who tries to change or redefine social attitudes and opinions. These problems have been analyzed by Festinger, Schachter, and Back, and in pointing up one of the difficulties in altering social attitudes they state:

We must then examine the determinants of whether or not the communication of an opinion will change the opinion of a person to whom the communication is made—that is, under what conditions will the communication of an opinion be effective? The hypothesis may be ad-

vanced that the "social reality" upon which an opinion or attitude rests for its justification is the degree to which the individual perceives that this opinion or attitude is shared by others. An opinion or attitude which is not reinforced by others of the same opinion will become unstable generally. There are not usually compelling facts which can unequivocally settle the question of which attitude is wrong and which is right in connection with social opinions and attitudes as there are in the case of what might be called "facts."

To apply the hypothesis here, the companion, surrounded by a stereotypically oriented group, lacks the social support needed to redefine the situation in a manner which is acceptable to them. They may feel strongly that the blind are not capable of doing very much at all and that what is most required is a solicitous guiding hand and a sympathetic tone of voice. Thus, the validity of the companion's opinion finds no base in the community of attitudes and may be defined as "incorrect." Festinger, Schachter, and Back add to the statement quoted above, "Indeed, there will be forces to reject the new opinion since its acceptance would mean moving away from the group in which one has one's 'social reality' anchored." However, the companion's difficulties in maintaining a variant position in the group are not as marked as they might be if he were playing other deviant or variant roles within the society, since humanitarian values are in effect. For, while these values may serve as points of reference for a misinterpretation of the relationship, they also serve to sharply reduce the range of sanctions that can be imposed on those who have stationed themselves in this novel position.

It has been observed that others both allow and expect a companion to initiate a great many actions for the blind individual. He is expected to take a

protective or nurtural role, which dictates that he be constantly at the blind individual's side. This expectation tends to bar the companion from the normal behavior of alternately engaging many different group members in a social situation and to restrict drastically his freedom of movement. Moreover, the companion has a real obligation to assist the blind person in areas of incapacity, and when the setting involves a plurality of individuals the assistance assumes a more one-sided character than when the two are isolated. The help is silhouetted against regular or routine patterns of behavior and the losses associated with the disability grow angular and acquire exaggerated meaning.

From quite another direction, we find a final pressure introducing strain into the companion's situation of action. It stems from the inability of the blind individual to navigate in group situations. The independence achieved by use of a cane or some other technique is lost, for he cannot maintain the pace or keep in the appropriate spatial relationship while walking with two or three people, unless he takes the arm of one of them. If there are four people, including a blind individual and his companion, all the usual factors involved in pairing off while walking are overridden by the fact of blindness. The assumption that the blind person will always take the companion's arm, regardless of other pressures in the pairing-off process, such as the momentary flow of conversation, may introduce abnormality into the spatial positions of the group. Similarly, if there are three people, including the companion and his blind acquaintance, the third person often compulsively over-assists the blind individual in an effort to break into the solidary pair formation.

The companion does have certain

resources at his disposal in combatting the stereotype or minimizing these strains. Festinger *et al* state:

If the group anchorage for an opinion or attitude is not firm . . . the process of communication proceeds to establish this social reality of commonly shared opinions and attitudes.

This, of course, is often the case in relation to the blind. Not only do most people lack knowledge concerning blindness, but they further assume that the companion of the blind has access to this special kind of knowledge. While the assumption is not groundless, it is often overlaid with a certain mystical import. It is not simply inferred that the companion, working through the normal processes of communication, has come to understand an individual, his motivations, goals, and situation of action. It is thought, rather, that the companion has a unique type of personality, or possibly social training, as in the case of the social worker, which enables him to relate casually to a blind individual. However, there remains the assumption that the companion somehow knows or understands the blind, and this fact can be considered a resource placed at the companion's disposal in combatting the stereotype. The leverage so provided can be used as a weapon on those areas of the stereotype that are vague, amorphous, and fluid.

The companion's status *vis-a-vis* the group affords a further point of leverage. If he enjoys relatively high status, communications to group members concerning the blind person will have a better chance of acceptance. Others may, for a number of reasons, be more readily able to accept reciprocally oriented cues toward defining the situation from the sighted companion than from the blind individual. Moreover, the mere fact of his prolonged association will also have an impact on precon-

ceived attitudes toward the blind. There is, of course, the ever-present danger that the blind individual will be transformed from "blind beggar" to "blind genius," partly through a halo effect from a well-regarded companion. Where formerly the blind individual could do nothing at all, now holding the status of genius, he can literally do everything. The danger also exists that he may become little more than a shadow of his sighted companion and completely lose his uniquely personal or social identity.

In the discussion of the communication process, we have emphasized those pressures that tend to promote conformity to interpersonal relations, drawing members who hold a variant or deviant position into the modal orientation of the group. This is essentially the core conception in sociology: the impact of the society upon the individual. The discussion, however, has also stressed certain facilities at the disposal of the companion in his attempt to redefine the situation or the basis on which action is patterned.

Further, emphasis has been placed upon various mechanisms which tend to minimize conflicting pressures which are brought to bear when the individual assumes a variant position. The companion, for instance, may be insulated from the full shock of some of the forces by a rather arbitrary separation of his roles. He may, that is, fill a double role and be accepted in it differentially. If group members do not try to merge his roles as companion and as representative of the sighted majority, he may achieve clear-cut acceptance in each area of his total behavior, being judged on the basis of appropriate and relevant criteria. In some groups, moreover, non-conformity might itself be highly valued, which would have implications for the positions of both the blind individual and his companion, as

well as for the degree of acceptance given to their definition of a blind person's situation of action. But this is probably a rare occurrence, and the primary consideration is still the coercive pressure flowing from a surrounding group of stereotypically oriented others, which the companion must somehow meet in order to maintain his reciprocal tie with his blind friend. The same coercive forces, of course, also come into play when the group opinion is modelled on an opposite premise. If the blind person is surrounded by a plurality of companions who are themselves reciprocally oriented, they can induce a single individual, burdened with the stereotype yet desirous of entering the group, to conform with the modal reciprocal pattern.

Throughout the discussion, difficulties met in the role of companion have been stressed, since description and analysis must proceed from recognition of this harsh fact. Those who are familiar with the more active blind, however, point to various positive rewards which help to mitigate the impact of sanctions, rewards that tend to heighten the rich ebb and flow of any profound interpersonal relationship. Perhaps chief among these is the sense of achievement and satisfaction which attends completion of a complex learning task.

The companion has been called on to revise his behavior in an emotion-filled and sometimes threatening realm, and this challenge, when successfully met, brings forth a real sense of accomplishment. Further, a feeling of power undoubtedly accrues to the companion, who has access to special knowledge about the blind. Although this knowledge is not esoteric, being available to any individual who takes the trouble to master it, it is quite apart from the ordinary run of cultural experience. This places the schooled companion in the

position of interpreter, and may cast him in the role of a vital social link. For while conscious altruism in damaging, there is a genuine sense in which a companion realizes he has made a certain

social contribution and advanced the cause of a more open society by helping to unblock one significant interpersonal relationship.

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THE ROLE OF THE PRESCHOOL COUNSELOR

JEAN M. ELLIS

TODAY I AM GOING to try to describe, through case histories, the role of the preschool counselor in the Massachusetts Division of the Blind.

We have two such counselors and, because our agency is tax-supported, our services are free.

Our children are referred to us by parents, ophthalmologists, eye clinics, social agencies, public health nurses, schools and sometimes friends.

Upon the request of the parents, we visit any preschool child who is blind. The desire of the parents for help and advice is essential. Without it, our efforts are in vain, even though these same parents may really need professional help. Some have not yet reached the point of feeling comfortable in discussing their child and admitting to

themselves that they could use help. I will show by discussing certain children today how we (1) interpret child development to the parents, (2) advise on the need of a child who is blind, (3) demonstrate techniques helpful in training in order to promote independence in the child, (4) provide knowledge of educational material, such as toys, (5) evaluate the child's readiness for group experience, (6) arrange for education in nursery schools, kindergartens and schools for the blind, (7) interpret the child to the school and follow his adjustment in school.

We encourage parents to bring up their visually handicapped child as they do their others, giving them acceptance, love, direction, without overprotection. We explain in what ways these children must have a little more encouragement, such as in investigating for themselves, how they must be stimulated more than a sighted child who learns so much through his eyes, and that this takes patience and time.

Miss Ellis is preschool counselor for the Massachusetts Division of the Blind. She read this paper at a convention session of the Eastern Conference of Home Teachers in Boston in October 1956.

Our children have a variety of learning capacities, emotional problems and economic backgrounds. Each child, although he has the same basic needs that all children have, has his own individuality, which we must never forget. There is no cut-and-dried method which can be used for all children who are blind.

No child is too young for our services. In fact, we believe that the younger he is when referred to us the better able we are to help his parents, most of whom are young people who have experienced recently the shock of learning that their child will never see. If the attitude of parents can be channelled to acceptance and love of their child at an early age, normal emotional growth usually follows. A happy child learns more easily than one who is not.

The first child I will discuss was six months old when his parents sought help from the preschool counselor. We will show here how a preschool counselor works with parents of a very young child.

Robert, as we will call him today, was brought to our attention first by the American Foundation for the Blind, whom the parents had asked for help in handling their child who was blind. We got in touch with the parents and, at their request, visited the home. Robert had no vision as a result of retrolental fibroplasia. He was an only child. Both parents were warm, affectionate, stable people who enjoyed this little son. The immediate problem was that Robert's sleeping pattern was unsettled. The counselor suggested using the play pen or the floor for play periods and the bed only when he was resting or sleeping. She also gave suggestions for toys suitable for his age, such as soft rubber animals, noisy rattles, bells of plastic, play gym and an occasional musical toy.

The mother's questions were con-

cerned with his particular needs and helping him to adjust for his own satisfaction rather than for hers. She seemed willing from the first to accept advice. Visits were made approximately every two months.

Just like all mothers, the question of how to teach her child to eat what he should was uppermost in this mother's mind. Robert accepted strained baby foods and the graduation to chopped baby foods but, when table or solid foods were introduced, he refused to chew. The counselor told the mother of several means of overcoming this, such as a slow, gradual introduction of one teaspoon of solid food mixed into the chopped food, mashed potatoes mixed with chopped fruit, a piece of table food placed on the highchair tray, making him aware that it was there but never forcing him to eat it. The mother tried all these suggestions; the last one appealed to Robert and he found that he enjoyed putting the food in his own mouth and chewing it. As you can see, one of these suggestions worked with this child but it might not for another.

Learning to Walk

How do children who can't see learn to walk? Generally, our children are rather slow in mobility but Robert's large muscle control came at an early age and, with his parent's encouragement and stimulation, he moved around by "hitching" himself along the floor. He used a hassock to pull himself up to a standing position. The first time he did this his mother sat beside him encouraging him but did not help him. She said that it was most difficult not to lend a helping hand but Robert's facial expression when he accomplished this was a joy to see. He had found out by himself what he was capable of doing. He made steady progress once the standing was accom-

plished and moved about the house easily. Although Robert did not like the confinement of a play pen, some parents find the play pen beneficial in helping a child to learn to walk, and we do recommend it.

The next problem for which we were asked advice was that of toilet training. We suggested not to attempt training until Robert was eighteen months old and, when the time came for this, that no issue be made of wetting. We also advised that conversation take place relating to other people using the bathroom, that Robert become familiar with the bathroom and that he accompany his father there.

The mother was advised strongly not to punish him or imply that he was naughty if he made a mistake and that, in the learning process, he wear training pants during the day. The mother felt that this was a very slow procedure and she needed a good deal of reassurance from the preschool counselor during this period.

Robert is now three and is growing and developing well physically, emotionally and mentally and gives every indication of being a happy child.

The second child we will discuss we will call Rickie. This case shows that, when the inability to accept counseling exists, little can be done by the preschool teacher.

Rickie was one year old when the social worker at Perkins School for the Blind, to whom the family had appealed, requested a preschool counselor. Rickie had no vision as a result of retrolental fibroplasia. His private ophthalmologist had apparently given the parents some encouragement that he might recover some sight.

Rickie, an only child, lived with his mother and father in a very crowded three-room apartment which left little room in which to move about.

When the preschool counselor visited

the home, she found that the problem most troublesome to the parents was that Rickie changed night into day and vice versa. This took place after he was hospitalized for six months. He slept in the same room with his parents and, whenever he cried, his mother picked him up so as not to disturb his father. If his mother neglected to do this immediately, Rickie had a temper tantrum.

In spite of his poor sleeping habits and lack of stimulation and direction, Rickie was doing well developmentally. He ate well, was able to hold a cup, could sit, stand and walk with help but under protest. The counselor advised that every effort be made to keep Rickie awake and active during the day and that his crib be moved into another room at night.

We found on subsequent visits that Rickie's mother was not able, much as she may have wanted to, to carry out recommendations made by the counselor. The activities that Rickie had been able to accomplish no longer interested him, except climbing, which his mother would not allow him to do for fear of his falling. The mother and child were never separated and spent much of their time indoors. There was conflict between the parents about ways of bringing him up.

Rickie had shown promise of doing well but, because of his parents' inability to face the problem and to allow him to grow up, his initiative and chance to progress were being stifled. His regression became more obvious, and the counselor felt that, in order to help Rickie, the parents should be helped in their own feelings about him first. She referred this family to the social worker for casework.

The preschool counselor will try to help this child whenever the parents really want and are able to accept her help.

The next child we will discuss again shows inability of parents to accept help and the undesirability of a child's going to school before she is really ready for it.

Preschool counseling was requested by the parents when Bonnie was eighteen months old. She had no vision due to retrolental fibroplasia. She lived with her parents in a comfortable apartment and was an only child.

When the counselor visited the home, she thought that Bonnie was progressing at a normal rate. However, the mother seemed rather easygoing and did not expect as much of the child as she was capable of doing.

As Bonnie grew older, the mother found it difficult to handle the problems of teaching her to eat and to become toilet trained and seemed worried that she might be slow. However, she looked upon the counselor's visits as social and talked little about her real problems.

When Bonnie was four the mother became anxious about placing her in a nursery school, even though the counselor felt that she was not ready. Bonnie had difficulty in orienting herself to new physical surroundings and to persons. She had little capacity for adapting to anything new. She also had frequent temper tantrums. In spite of the counselor's advice to the contrary, the mother enrolled Bonnie in a local nursery school for sighted children and asked the counselor to help the school to work with her. In this case, the mother expected the school to take the place of the home in training her and preparing her for this experience. Bonnie's adjustment to nursery school was poor. We received many emergency calls from the school, which we answered. She was unhappy and cried for several weeks except during rest periods. The mother became discouraged. If the nursery school director had not

been so understanding and patient, the experience would have been harmful. If admission to school had been postponed until she was really ready, Bonnie's first school experience could have been a happy one.

The second year of nursery school was more successful. She enjoyed being with the other children, made her needs known verbally, was more comfortable about going to school and adapted to the program. This second year, too, the counselor was in close touch with the school. The decision of where Bonnie would go to kindergarten had to be made by the parents, that is, either a private kindergarten, a public kindergarten or the kindergarten at Perkins School for the Blind where she would live. They decided that a small group in a residential school would be easier for Bonnie. They made their application for Perkins.

This mother might have been helped by casework with a social worker but she was not interested in having this type of service.

The case I will next present shows how placement is made in a private nursery school. Martha was referred at the age of three years by a social worker at the Massachusetts Eye and Ear Infirmary with a request for help in placement in a nursery school. She also had retrolental fibroplasia and her vision was light perception.

The family consisted of father and mother, an older brother and a younger sister.

Both parents were warm and understanding people whose desire was that Martha have a happy, full life. Their attitude had borne fruit. She was a delightful child. She had the usual problems of any child her age. When the new baby arrived, a slight problem of jealousy was apparent which showed up in her refusal to chew solid foods.

When Martha was four, it was quite

evident that she was ready for nursery school. She was able to move about easily with a good sense of direction; she could orient herself to a new place without difficulty. She was able to be separated from her mother (this, by the way, is most important), she could express her needs and take care of them; she enjoyed being with children. The counselor found a private nursery school which was suitable. She talked with the director about Martha's visual handicap, describing to her how a child who is blind can perform well in a program of this nature geared for sighted children. Martha and the mother then visited the school and it was arranged that she go several times to visit before she enroll regularly. In this way, the transition from home to school was easy and gradual.

The counselor observed her in school and felt, at first, that Martha was being catered to by the teachers and that she was taking advantage of them to get what she wanted. A conference with the teachers ironed out this problem. Martha gained a lot from her first school experience. The following year she was ready for kindergarten. As there was no public kindergarten in the town in which she lived, she returned to the same private school but on the kindergarten level. She was ready for handwork from the beginning of this year and used crayons, scissors, paint, and other materials which challenged her initiative and finger dexterity. The counselor lent educational toys to the school and answered questions the teachers had.

During the latter part of the year, when the sighted children were having reading readiness in preparation for first grade, Martha was supplied with our reading readiness kit for children who cannot see.

After she completed the kindergarten, the parents chose to have Martha

go to a braille class within traveling distance. The teacher there reported that, when she first came to school, she was ready to read.

The discussion about this last child shows how placement is made in a regular public kindergarten.

Lucy was brought to our attention at the age of four years by a family service society where the mother had requested some financial help.

Lucy was brought up in an overcrowded section of a large city by her maternal grandmother because there were marital problems and the father was not always in the home.

The grandmother's philosophy was that Lucy should get along with sighted children and that she must learn things for herself, as she would not always have someone to look after her.

In the household, there were the grandparents and several cousins. Lucy had no brothers and sisters but she played with her cousins and was allowed to play in the street like the other children in the neighborhood. She was unusually independent.

According to the grandmother, Lucy did not present any more problems than those of the sighted child growing up. She ate well, slept well, played well with the other children. In fact, she tended toward qualities of leadership regardless of the ages of the children with whom she played.

As there was no nursery school in the vicinity, Lucy had to wait to go to school until she was of kindergarten age.

The counselor went to the public kindergarten of that district, interviewed the principal to discuss the possibilities of Lucy's entering the kindergarten. She described Lucy's capabilities and how she would be integrated with the class, and in what ways the counselor could help the teacher. He in turn talked with the

kindergarten teacher to get her reactions. If the principal and teacher both are not completely in accord with having a visually handicapped child in the school, it is better that she go elsewhere. The school must really want the child. Rejection in school is disastrous to a child. In this case, the school was happy about accepting Lucy and the class was not large.

The actual registration, of course, was left to the family.

Lucy was extremely happy in the group and even wanted to go to school on Saturdays and Sundays. She refused to accept help with anything she could do herself. She wanted to do things "like the other kids." Still, this child knew her limitations. On one occasion, she did not come to school. On the following day when the teacher asked why she was absent, she said, "Well, I got my breakfast and dressed myself but there just wasn't anyone around to help me cross the street."

Lucy showed little interest in educational toys which we lent to her teacher or in the reading readiness kit, although she understood *Touch and See* very well. She continually wanted to do what the other children were doing and refused to be channelled in any other direction.

Lucy's teacher had a wonderful understanding of the type of experience that Lucy lacked and filled this lack so capably that we felt, in this particular case, that the everyday experiences in the kindergarten and the emotional climate of the school were more important than reading readiness.

The family's choice of school was a braille class in the public school which she is now attending.

You might like to have me describe our reading readiness kits and the *Touch and See* readiness book which we lend to our children in kindergarten. The reading readiness kit consists of three parts. First, a folder of reading material for the teacher which includes articles entitled "Reading Readiness and the Blind Child in the Public Kindergarten," by Dorothea Forbush, written when she was associated with our division, a digest of science and nature experiences, list of activities for developing tactual discrimination, a list of toys to develop finger coordination, bibliography of books for preschool children. Second, a series of envelopes containing shapes used for matching and sorting. Third, the book *Touch and See* which has four sections. The first section has shapes for recognition of large and small, left and right. The second section introduces raised outline figures to help develop recognition of the shape by following the line with the finger tips. The third section teaches location of top and bottom, left and right, bottom left, top right of the page. The fourth section introduces more than one line, teaches the proper finger movement for finding the beginning of a new line. Large raised dots are used first and then actual braille dots. Recognition of differences of arrangement of the dots, small solid shapes and small raised outline shapes are other skills in this section.

A Follow-Up Study of Professional Trainees

HERBERT RUSALEM, Ph.D.

FROM MARCH 7, 1955 to July 13, 1956, twenty-four individuals were trained in the IHB-OVR program of professional training in the rehabilitation of the blind. Although some of these graduates have been in the labor market for only six months, it was felt that a follow-up study might contribute information which might throw light upon the possible contributions which this program is making to the field of work for the blind. Consequently, a questionnaire form was mailed to the twenty-four graduates, requesting data relating to present employment status. Replies were received from sixteen graduates (sixty-seven per cent).

The IHB-OVR program of professional training in the rehabilitation of the blind is a basic twenty-week program for vocational counselors, vocational program directors, foot travel instructors, workshop supervisors, vending stand supervisors, psychologists, placement counselors, and other vocational workers. Students receive basic training in the philosophy and principles of working with the blind as well as an orientation to the functions and operations of a multi-disciplinary agency for the blind. The core of the program is field work. Each student spends the major part of his study time carrying selected cases under very close profes-

sional supervision. The course aims at providing a basic theoretical structure and then encourages the student to learn by doing. Since March 7, 1955, the content and methods used have changed. Thus, the three groups followed up in this study have not had identical experiences. Among the changes and additions which have been made are formalization of the curriculum, introduction of extensive reading, setting of higher standards for field work performance and the quality of the supervision provided, the introduction of graduate work at a local college, the provision of a course in eye conditions, the extension of field visits, and the development of teaching through case conferences. In addition, some students now remain for forty weeks, spending the second twenty weeks in an internship. During this forty-week period, the student is permitted to make substantial progress toward the completion of the requirements for a master's degree in rehabilitation counseling. Through the interest and cooperation of the Office of Vocational Rehabilitation, the course is tuition-free. Some students receive traineeships in the amount of fifty dollars per week during the training period.

Of the sixteen respondent graduates, fourteen are legally blind. The other two have full vision. These graduates came to the program from ten different states: Alabama, Connecticut, Georgia,

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Indiana, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, and Wisconsin. The age range of this group was twenty-three to fifty-two. The median age was thirty.

Fifteen of the sixteen respondents reported that they felt the program had been of assistance to them in their work. The one negative response came from an individual who has not yet been placed in the type of position which he desires and thus he feels that it may be of assistance in the future when he obtains a position. Several of the respondents indicated that the program was more than a help. It was their feeling that they could never have entered this field without it.

The respondents were asked to indicate the ways in which the course had been helpful. Among the answers most frequently given were: good orientation to the field; helped to clarify my professional goals; opened a whole new field for me; improved my interviewing techniques; gave me a grasp of practical problems; taught me to be a professional worker; helped me to travel better; gave me a good background; gave me practical experience; gave me supervised training in doing a day-to-day job in counseling.

Of the sixteen respondents, fifteen are now employed or taking additional advanced training. Thirteen are actually employed. Two are OVR trainees in graduate school programs; one in social work and one in rehabilitation counseling. One of the thirteen employed individuals is working on a non-professional job while awaiting a more suitable opening in his state. Another graduate is working on a job which is not strictly in the field of work for the blind but is clearly a rehabilitation position. The twelve who are now engaged in work for the blind are in both public and private agencies. One is employed in a new rehabilitation center

established by a foreign government.

Among the job titles represented in the group are vocational counselor, adjustment counselor, caseworker, home consultant, vocational aids supervisor, contract procurement agent, vocational instructor, employment specialist, case-work analyst, and evaluation instructor.

The salaries of the graduates in professional positions ranged from \$3,000 to \$5,440 a year. The median starting salary was \$3600. A number of students started in positions at salaries of over \$4,000.

It should be noted that the staff of the IHB program has been maintaining a more or less continuous follow-up of its graduates. Although only sixteen of the twenty-four graduates returned their questionnaires, we have data obtained from other sources on all twenty-four graduates.

Our best information is that twenty-three of the twenty-four graduates are now employed or taking further training. Of these three are taking further graduate work and one has a non-professional position. Nineteen are in professional positions in rehabilitation.

Although only a year and a half has elapsed since the first group was graduated and although some of the students have been in the field only six months, seven of the sixteen respondents already report salary increases. One student has received an increase of \$800 a year; another \$720 a year. Three of the students have had job promotions, one of them to a supervisory position.

In their questionnaires, the sixteen respondents indicated their plans for the future. Five of the group now employed in professional positions are planning to take additional graduate work. Three are planning to take other steps which may lead to promotion such as in-service training, reading, and attending conferences. Two plan to remain in their present positions. Most of

the group showed an interest in promotional opportunities, although expressing satisfaction with their jobs.

The sixteen respondents indicated the course activities which they felt were most helpful. The activities mentioned most were: experience in the training center; experience in placement; supervised social service field work; counseling experience; lectures; meeting leaders in the field; field trips; work with the deaf-blind; contacts with the IHB staff; and discussions of counseling approaches.

The respondents also reported what they felt were the least valuable experiences in the program. These included experiences in recreation, the geriatric program, and the shops. A majority of the respondents felt that all the experiences in the curriculum were valuable to them.

As has been noted earlier, the IHB professional training program has been undergoing continuous evaluation and development. Thus, some students have had experiences not available to others. A number of the suggestions made by the respondents have already been incorporated into the program as a result of our own evaluations and studies. Among these are: begin practical work earlier (practical work now begins in the first week); give more work on the meaning of counseling and counseling techniques (now increasingly done in graduate courses associated with the program); more information on eye conditions (a course is now offered by an ophthalmologist); more academic training (now provided through a joint program with a local college offering rehabilitation counselor preparation); lengthen the course to forty weeks (now possible for a few selected students); more work with clients (now stressed in the course); and more work with state rehabilitation forms (now planning).

It is difficult to determine whether the sixteen respondents are representative of the total graduate group. Previous experience with this type of follow-up study tends to indicate that graduates with the most favorable attitudes tend to respond to questionnaires. Therefore, the conclusions suggested in this paper can be thought to apply only to the sixteen respondents and not to the total population contacted.

Based upon this limited sample, it seems that students feel that the program offered by the IHB-OVR program of professional training in the rehabilitation of the blind has some value in career planning in work for the blind. It seems that students and staff are both conscious of directions in which the program should be moving. Furthermore, it seems that the course is serving an ever-widening group of states. In this connection, the most recent group, which completed the program on February 1, 1957 and which is not included in this study, has enrolled students from some new areas including the states of Arizona, Washington, Illinois, and Kansas, as well as the nations of India and Brazil.

Perhaps the most heartening consequence of the course has been the interest of employers and administrators. The course has been of service to a number of agencies which have perceived us as having a role in preparing some of their prospective workers. Furthermore, a number of state directors and private agency administrators have shown interest in our graduates and have employed a number of them. If the program can continue to function in a way which serves the field in providing it with a core of young trained workers prepared to take professional roles in serving blind persons, the program may be seen as performing its assigned function.

Hindsight

By M. Robert Barnett

VICTORY FOR VICTOR

In the early morning hours of an April night in 1956 a man stepped out of Lindy's Restaurant in Manhattan and moved in the direction of the street. A voice from a shadowy figure attracted him—the man stopped and turned. Searing acid splashed across his eyes, and Victor Riesel became a blind person.

The acid-blinding of the labor columnist has been rated by the press and the general public as one of the top news stories of 1956. This because of its sharp and poignant dramatization of the viciousness that does exist on the fringes of labor union activity—despised by the public and labor alike. But for us interested in the adjustment of the blind, was the story of Victor Riesel the top news story of 1956?

We suggest that it might well prove to be. We have seldom if ever seen a man lose so little of his professional stride when hit by sudden blindness. Except for normal hospitalization, he went right back to typewriter and telecast. He evidently has weathered well a series of public speeches, a tedious courtroom proceeding, and almost daily headlining of his name. Can it be that Victor Riesel will demonstrate to probably the largest audience since Homer and Milton that blindness is not a crushing handicap?

EXTRA DRY

Anecdotes which reflect human nature are popular with all of us. Magazines garnish their menus with never-ending tidbits, and it is not unusual to find human nature reflected in incidents involving a blind person. We have one to add to the list. There's one thing, though—we are puzzled as to just what

phase of human nature it reveals. What do you think?

My spouse and I and a group of Foundation belles were travelling by train back from a visit to Boston and Perkins School for the Blind. We had attended the dedication of the Keller-Macy Cottage for deaf-blind youngsters — but that's not the immediate point of this narrative. Before dinner we wended our way to the club car for a spot of refreshment. The blind persons who have had the experience know that just getting through the narrow aisles of a swaying train is no simple task for either guide or blind persons, and to complicate the situation I found myself still carrying a brief case. This added hazard was dangling from my one free hand, extended slightly to my rear to clear obstacles and people we passed.

As we pivoted into position to sit down, that trailing brief case clipped the small round table—the kind with the recesses for bottles and glasses—that held a passenger's highball. Noticing that I had caused some slight disturbance, and wishing to do the right thing, I addressed myself in the general direction of the passenger and politely inquired whether I had caused him inconvenience. If so, my sincere regret.

"My drink was spilled," growled the stranger, showing all the irritation that he must certainly have genuinely felt. "It was only half gone and I hadn't finished it."

Checked somewhat by the tone and candor, I nevertheless mustered my social wits and—"I hope you will let me buy you another one." His reply, still frozen, was one of cold acceptance.

After arranging for the replacement and paying the check for his highball, we proceeded to the diner without further exchange. After dinner, as we passed through the club car en route to our regular seats, one of our single-filing party was stopped by a second pas-

senger, one she recognized as a quiet observer of the incident of the spilled drink. He gave her a conspiratorial smile.

"Say," he said with a meaningfully level tone, "just after all of you left for dinner, that second drink got spilled too."

Questions for the human nature student: Did Passenger No. 1 know I was blind? Did Passenger No. 2 know I was blind? Who spilled that second drink?

NOTHING BUT THE TRUTH

Some weeks ago we printed a bit of gossip, reliably reported but gossip nevertheless. One reason for printing it was to help stir up more interest in the United States about physiotherapy as a profession in which blind persons might engage. The gossip came out of conversations involving sighted practitioners during last summer's international convention of folk in that profession. The gossip, in short, tended to discredit the general belief that blind physiotherapists are accepted and successful in England.

Whether we stirred up any interest in the United States is not yet apparent. We did, however, get a reaction from England. We were not surprised that our friend, J. C. Colligan, took time out not only to express his dismay at what we had reported, but also to prepare a terse but thorough statement refuting the story.

As the head of the Royal National Institute for the Blind, John Colligan is not a man to be kidded or who kids himself. His convictions about this subject are unqualified. We hope soon to produce more documentation and opinion on the topic of physiotherapy, but in the meantime, his letter to us—permission to print received—sheds a great deal of light on the subject.

Dear Mr. Barnett,

I was surprised to see in your Editorial Notes for the October issue of the *New Outlook* that an impression may have been created in certain quarters that blind physiotherapists in Britain "are barely tolerated." This is so far removed from the facts of the case that I feel it merits the most emphatic denial.

The Royal National Institute for the Blind has established in London the only training school for blind physiotherapists which exists in the British Empire. These students take the three-year curriculum approved by the British Chartered Society of Physiotherapists, and now that the competence of blind physiotherapists to administer ultraviolet light treatment has been accepted by the Chartered Society, no distinction whatever is made between the qualifications of blind and sighted physiotherapists.

There is at present an annual qualification of 16 graduates from our physiotherapy school and all are able to secure posts before they leave the school. There are at present 331 blind physiotherapists working in the British Isles, of whom one-third are in private practice and the remainder in hospitals or industry where they are working on equal terms with their sighted colleagues. Periodical surveys by the Appointments and Post Graduate Services Officer show that the work of blind physiotherapists is considered, particularly by the hospitals, to be very satisfactory. Unfavorable comment is rare and in her opinion much less frequent than in the case of sighted physiotherapists.

Moreover, blind physiotherapists play a prominent part on the Council and the Committees of the Chartered Society and are active in the work of local branches throughout the British Isles where they are recognized first and foremost as physiotherapists and only secondly as blind persons. The blind principal of the physiotherapy school is a member of the governing body of the C.S.P. and is one of the panel of examiners to the sighted physiotherapy training colleges.

The impression of those who organize the training of blind physiotherapists in this country is that any prejudice which existed against the blind has decreased sharply since the Second World War and that the world of physical medicine is showing an increasing interest in and

understanding of the qualities of blind physiotherapists. This is particularly illustrated by the constant stream of requests which we receive for lectures on and demonstrations of the methods of training the blind.

I hope very much that what I have said will assuage any doubts in the minds of people in the U.S.A. who may be concerned with the promotion of the

idea of physical therapy as a profession in which the blind would be successful, as to the likelihood of blind physiotherapists being isolated within the profession.

Yours sincerely,
J. C. Colligan
Secretary-General

16 November, 1956

More Social Workers Needed

THE PUBLIC AFFAIRS Committee, New York City, has published a pamphlet by Lucy Freeman entitled "Better Human Relations—the Challenge of Social Work."* Miss Freeman speaks of the tremendous unfilled demand for trained social workers throughout the nation.

"At least 50,000 additional recruits will be needed in the next decade," according to an estimate of the Council on Social Work Education which co-operated in the preparation of the pamphlet.

"For those who have the requisite professional education, social work offers a tremendous opportunity for service. . . . Severe shortages exist throughout the country," it points out.

"Most people face, at some time in their lives, a situation in which they must depend on someone else for help," Miss Freeman declares. "But the kind of help that people need varies widely. They may . . . need help in their relations with other people. Or they may need help in meeting the problems of the world about them, in earning a living, or in meeting sickness or disaster. Most of the problems are complex. They combine environmental strain and emotional stress—and each makes the other more difficult.

"One of the tasks of the social workers is to help the individual determine the nature of his need and how it can be met. Frequently, the skill of the social worker makes it possible to give the individual asking help sufficient insight into his problem so that he can follow a course of action mutually agreed upon.

"Concern for people and a desire to help them are prerequisites for anyone entering the social work field," the author continues. "But the social worker of today needs more than these qualities of heart and mind. If he is to help people meet their problems, he must be thoroughly trained for this responsibility. . . . This involves specialized education.

"Even without full professional education, many social workers are doing a fine job. But the public, more and more, is demanding that the personnel in this basic professional field be professionally prepared. The problems encountered in the practice of social work today call for something beyond the native capacities of even the most gifted. Professional skills, professional attitudes, professional knowledge are needed.

"The professional training of the social worker is designed to help him understand people and the causes of their problems through a scientific knowledge about human behavior and

*The price of this pamphlet is 25 cents. It may be obtained by writing to Public Affairs Committee, 22 East 38th Street, New York, N. Y.

society," Miss Freeman states. "Social work is both a science and an art in human relations."

Training Fellowships Available

Social work fellowships, it is appropriate to recall here, are being granted by the American Foundation for the Blind. A limited number of fellowships in the amount of \$1,500 each to cover one academic year of full-time training in an accredited graduate school of social work is available for the academic year 1957-1958. Fellowships are renewable, and may be used for either the first or second year of work for the masters' degree or for work toward the doctoral degree.

Any persons who plan to secure pro-

fessional education in the field of social work and who subsequently intend to work in programs that serve blind persons are eligible and are invited to apply to the American Foundation for the Blind, attention Mr. Alexander F. Handel.

Priority will be given to applicants who are currently employed by a governmental or a voluntary agency providing specialized services for blind persons, or who plan to utilize this fellowship in conjunction with an educational leave granted by their employers, and who have completed one year of graduate work.

It is preferred that applicants file by April 15. However, the closing date will be June 1, 1957. Candidates will be notified of awards by July 15.

Book Reviews

Rehabilitation Literature 1950-1955. Compiled by Earl C. Graham and Marjorie M. Mullen. 621pp. New York: McGraw-Hill Book Company, 1956. \$13. Reviewed by Helga Lende.

STUDENTS AND WORKERS in the social welfare field have become dependent upon the monthly issues of *Rehabilitation Literature* emanating from the National Society for Crippled Children and Adults and prepared by the librarian, Mr. Earl C. Graham and the assistant librarian, Miss Marjorie M. Mullen. It is therefore extremely good news that these monthly issues have been brought together in one volume representing rehabilitation literature published during the years 1950 to 1955.

In this volume 5,214 periodical articles, pamphlets and books relating to

the medical care, education, employment, welfare, and psychology of handicapped children and adults are listed alphabetically by subjects, with an author and a subject index. The need for such a bibliography is obvious. It is also obvious that this need increases in the same measure as the appreciation of the problems of disabled persons deepens and spreads. In order to do a good job the worker must be familiar with professional literature on related subjects as well as in his own specific field.

The references on blindness cover twenty-one pages. In addition to general references with geographical subdivisions, there are twenty-one subject headings such as Employment, Etiology, Legislation, Mental Hygiene, Occupational Therapy, Parent Education, Prevention, Programs, Psychological Tests, Recreation, Social Service, and Special Education. Careful and comprehensive

Miss Lende is the librarian of the American Foundation for the Blind.

annotations are given for each reference listed. This fact together with the extensive coverage of the literature in the field contribute to making the bibliography serve as a picture of progress over this six-year period.

It is satisfactory to note that references dealing with blindness and blind persons are listed separately from those concerning the partially sighted. The problems and the solutions to such

problems vary considerably for these two groups and the value of the bibliography is enhanced by the recognition of this point. In conclusion we may say that a bibliography of this kind serves as a reading guide to *all* larger libraries since most of the items listed can be found in any comprehensive library collection. This is a strong inducement to study and reading for the would-be informed worker.

Current Literature

☆ "The Deaf-Blind Child" by Helmer R. Myklebust. Perkins School for the Blind, 1956. (Perkins Publication No. 19). Dr. Myklebust was invited by Perkins to assist in a study of deaf-blind children. This booklet indicates the approach which he is taking toward a solution of the diagnostic problem of children who do not see and do not hear. Pertinent chapter headings are: Diagnosis and Training; Diagnostic Techniques and Procedures; Education and Training. There are several tables and an extensive list of references.

☆ "Teachers of Children Who Are Blind." U. S. Department of Health, Education, and Welfare, Office of Education (Bulletin 1955, No. 10); prepared by Romaine P. Mackie and Lloyd M. Dunn. The findings of this report are based on opinions gathered from 208 special educators: a nationwide sample of 100 classroom teachers of the blind considered superior by their supervisors, fifty-six special education personnel in state departments of education, forty-five supervisors of special education in local school systems, and seven nationally recognized leaders in the education of the blind. A formal

review will be printed in a later issue of this magazine.

☆ A companion volume to the above is "Teachers of Children Who Are Partially Seeing." U. S. Department of Health, Education and Welfare, Office of Education (Bulletin 1956, No. 4); prepared by Romaine P. Mackie and Edith Cohoe. These two publications are parts of the broader study called "Qualification and Preparation of Teachers of Exceptional Children," conducted by the Office of Education and made possible by cooperation of many agencies and individuals.

☆ "Employment Status of Former Pupils of the California School for the Blind" by Josephine Buell. *Exceptional Children*, December 1956. For purposes of this study names of individuals leaving the school each year were obtained from the school office and follow-up data from the school's placement officer. Additional information was obtained from the superintendent of industrial workshops for the blind in the state and from other pertinent sources. The author concludes that the economic position of the blind has improved a great deal in the state of California over the

last fifteen to twenty years. Two tables.

☆ "I Went Blind at 43" by Skulda V. Banér. *Ladies Home Journal*, December 1956. In this personal story the author shares with her readers her first experience of blindness, her first attempts to adjust to a different kind of life and of learning new skills. Two Seeing Eye dogs played a very important part in her adjustment process.

☆ "The Pope's Teaching on Organic Transplantation" by Francis J. Connell, C. Ss. R. *The American Ecclesiastical Review*, September 1956. This article contains and comments on an address by Pope Pius XII on the morality of corneal transplantation presented in May 1956 to a group of doctors and representatives of the Italian Association of Donors of the Cornea. The commentary calls attention to the principal theme of the Pope that such transplantation, with proper permission, is "*per se* morally good and commendable." It is concluded that the Pope "clearly teaches us that a reasonable use of the dead body for the benefit of the living is not opposed to the reverence that is due to it as a former abode of the Holy Spirit, destined to the glory of the resurrection."

☆ *Randy and His Friends* by Arthur Jackson. New York, Sonart Junior Books. This is a collection of short

stories for young children about a rooster called Randy. The author is a blind man who in addition to writing a book has also formed his own publishing company, The Sonart Junior Books in New York City.

☆ "English Unseen" by Elizabeth Whitehead. *Rehabilitation*, Summer 1956. The author of this story is a teacher of sighted children at a high school in Glasgow, Scotland. She describes her first difficulties in obtaining a teaching job and her successful efforts to prove that she could fill that position. It is based on a radio talk.

☆ *A Christmas Blessing and Other Poems* by Robert Smithdas. New York, Industrial Home for the Blind. "These poems by a deaf-blind author are part of a series, 'There is a Silver Lining,' which seeks to demonstrate the sensitivity to surroundings and the reactions of a man both deaf and blind."

☆ "My Twelve Years as a Blind Man" by William Winstead. *Saturday Evening Post*, December 8, 1956. Blind for twelve years as a result of war injuries, the author regained full vision in one eye through surgery a year ago. While blind he completed college, married, earned his Ph.D. in sociology, and became a member of a college faculty. In this article he describes his adjustment both to blindness and to restored vision.

News Briefs

☆ A new chapter of the National Rehabilitation Association has been formed at Texas Technological College, Lubbock, Tex. The purposes of this organization are to promote interest in rehabilitation, to increase professional training through programs and guest speakers, to produce better qualified rehabilitation personnel and to increase community knowledge of the needs of the handicapped.

Both students and faculty are active members of the chapter, with equal voting privileges. Faculty members, however, are not eligible to hold office. Officers of the chapter are Richard Giesse, president; Jerome S. Pierson, vice president; Jane Maddox, secretary; Stanley Sherman, treasurer; and John W. Turner, student representative to the faculty.

☆ The policy of providing free public transportation to blind persons in Minneapolis-St. Paul has been cancelled by the Twin City Rapid Transit Company following the institution of injury suits totalling \$100,000 by three blind passengers. It has been reported that if blind persons will sign accident waivers, free rides may be restored.

☆ Beacon Lodge—Camp for the Blind, a non-profit organization founded in 1948, is now accepting enrollments for the 1957 season. The camp is situated on the Juniata River in the hills of central Pennsylvania. Through the courtesy of the Pennsylvania Railroad Company, a train from the east and one from the west stop at Mt. Union, six miles from the camp, each Saturday during the camping season. A camp bus transports campers from and to Mt. Union.

About ninety per cent of the campers

attend through sponsorships provided by Lions Clubs and other interested organizations and individuals, and through the efforts and cooperation of the branch offices of the Pennsylvania Association for the Blind. Applications from other states as well are invited.

Well-equipped facilities, a competent staff, and a variety of activities make for a very desirable and beneficial week or two for blind adults who are enrolled regardless of race, color or creed.

Inquiries are invited. Address: Beacon Lodge—Camp for the Blind, Box 222, Lewistown, Pennsylvania.

☆ Ninety years of community service to Brooklyn was marked at the annual meeting of the Brooklyn Bureau of Social Service and Children's Aid Society, last November 8. The agency serves all races and creeds with a program of family services, foster homes for children, aid to the blind and handicapped and a long-term homemaker project. Individuals and families are served by means of counseling, training in workshops, homework, special recreation program for the disabled, and summer camping.

☆ Prevention of blindness resulting from glaucoma was cited as a pertinent illustration of retardation of disease by L. E. Burney, M.D., Surgeon General, U. S. Public Health Service, in an address presented before the House of Delegates, Indiana State Medical Association, Indianapolis.

Dr. Burney specified four distinct lines of approach in taking positive action against chronic diseases: prevention of certain diseases, retardation of progression through early detection and therapy, rehabilitation, and socio-economic programs.

"To advance our second approach, retarding the progression of disease," he stated, "a pertinent illustration is

the prevention of the blindness that results from glaucoma. It is estimated that two per cent of all persons over forty years of age suffer from glaucoma and, with the increasing proportion of aged persons in our population, the number of persons included in that two per cent is constantly growing. With early detection and treatment, glaucoma seldom progresses to blindness; yet at present, twelve per cent of all blind people are blind as a result of glaucoma. Obviously, we are not detecting and treating cases in time.

"Encouraging progress has been made in the development of tonometry and other detection techniques. However, there are 59,000,000 Americans over forty years of age who, ideally, should be examined annually for glaucoma. The task is formidable, but a promising start is being made in a few communities through the use of mass screening, comparable to the mass case-finding programs that have proved so successful in the control of tuberculosis and venereal disease . . ."

☆ A series of technical courses on the operation of optical aids services has been inaugurated by the Industrial Home for the Blind at the request of the Office of Vocational Rehabilitation, Department of Health, Education and Welfare. The initial two-day program, held in December, will be repeated January 10 and 11, and monthly thereafter until the current need for such training has been satisfied.

Primarily intended for state directors of rehabilitation and their medical advisors, the course offers both discussion and clinic observation. It is designed to acquaint the participants with procedures and techniques used in the operation of an optical aids service and with the benefits that are offered by such a service to persons with severe visual disability.

**Meets the Need for Basic
Information of Professional
Workers**

Our Blind Children

**GROWING AND LEARNING
WITH THEM**

Written primarily for the parents of blind children but contains a wealth of information which will be useful to social workers, teachers, and others who guide parents or direct programs of education to meet the needs of these children. Both in form and substance the book is straightforward, realistic, and accurate."

—From the Foreword by HERBERT R. STOLZ, M.D., Deputy Superintendent of Instruction, California State Department of Education.

By

BERTHOLD LOWENFELD, Ph.D.

*Superintendent, California School
for the Blind
Berkeley, California*

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224 pages 8 illustrations \$5.50

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Appointments

☆ Dorothy L. Misbach has been appointed Consultant in Education of the Visually Handicapped in the Bureau of Special Education, California State Department of Education. Miss Misbach was formerly head teacher in the California School for the Blind. In her new post she will work with teachers, parents, administrators and personnel in their efforts to provide education for blind and partially seeing children in California.

Miss Misbach earned her bachelor's degree at Boston University and her master's degree at the University of Wisconsin. She attended the Perkins-Harvard course on the education of the blind, and studied the education of partially seeing children at George Peabody College. Widely experienced in the education of sighted, partially sighted and blind children, Miss Misbach has taught at Perkins School for the Blind, the Iowa School for the Blind, and in the Cleveland public schools. She also served as Educational Counselor and Supervisor of Education Services for the Blind and Partially Seeing with the New Jersey State Commission for the Blind.

☆ Salvatore G. DiMichael, Executive Director of the National Association for Retarded Children, has been appointed Regional Representative of the Office of Vocational Rehabilitation in the New York City Office of the Department of Health, Education, and Welfare.

Miss Marian L. McVeigh, formerly an international specialist in the Washington office of OVR, has been named Assistant Regional Representative. The appointments were announced by Miss Mary E. Switzer, Director of OVR.

In their new posts, Mr. DiMichael

and Miss McVeigh will assist in the development of rehabilitation programs in four states: New York, New Jersey, Delaware and Pennsylvania.

Mr. DiMichael succeeds Adrian Levy, now Assistant Commissioner for Vocational Rehabilitation in the New York State Department of Education. Miss McVeigh succeeds Miss Constance Hastings, now Associate Regional Representative for the Bureau of Public Assistance, Social Security Administration, in the New York Regional Office.

From November 1944 to December 1953, Mr. DiMichael was a consultant in psychological services with the Office of Vocational Rehabilitation in Washington. In January 1954, he became Executive Director of the National Association for Retarded Children.

Mr. DiMichael received the Family Action Award for 1955 from the National Catholic Welfare Conference. In the following year, the Award of Merit was conferred upon him by Phi Mu Sigma, national professional fraternity for educators of the mentally retarded. He is the author of numerous publications in the rehabilitation and education fields, including "Vocational Rehabilitation of the Mentally Retarded," "Vocational Aptitude Tests for the Blind," "How Community Agencies Help the Mentally Retarded to Plan for Social and Vocational Adjustment," and "Improving Personality and Study Skills in College."

Miss McVeigh is a graduate of the Fordham University School of Social Service. She has been with the Office of Vocational Rehabilitation since 1945. Prior to that, she worked with the American National Red Cross Disaster Relief Service, the New York City Catholic Charities, and several other social service organizations.

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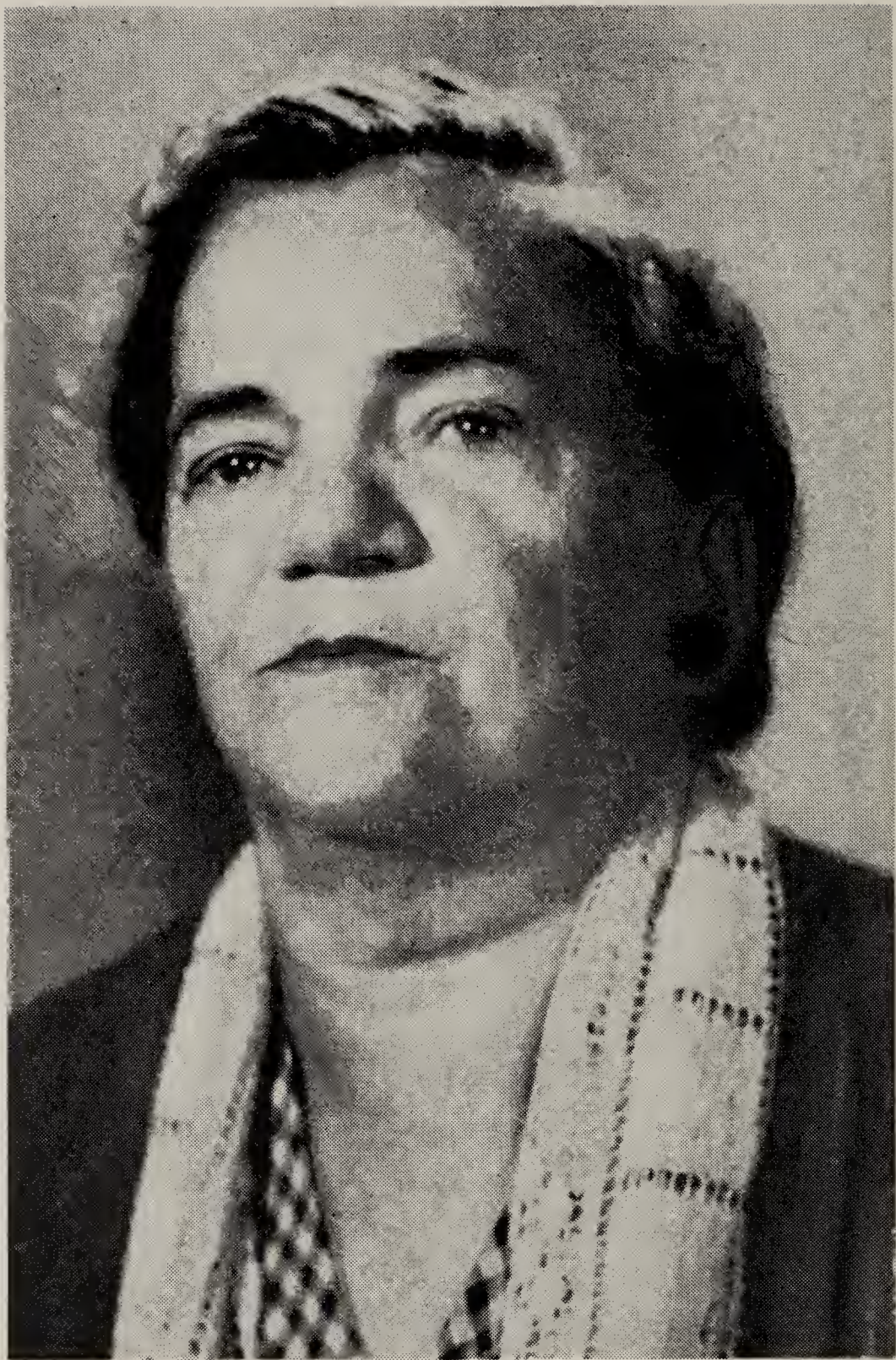
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Lucy Armistead Goldthwaite, 1879-1957

A MUSIC PROGRAM FOR VISUALLY HANDICAPPED CHILDREN

R. PAUL THOMPSON

INTRODUCTION

THE MATERIAL FOR the music program as herein offered was developed largely through the stimulus of a braille music workshop directed by Mrs. Florence Henderson, at the San Francisco State College during the 1955 summer session. Its suggestions have met with trial and revision and subsequent trial and more revision and lend the observation that much more might, with profit, be done in the same worthwhile field of investigation.

The presentation of the program is organized as follows:

- I Whole-Child Music Experience
- II Music Experience Areas
- III The Instrumental Plan—Teaching Music Reading Through Playing
- IV The Vocal Plan—Teaching Music Reading Through Singing

In the beginning section, there is an attempt to show desirable attitudes for both teacher and students and to give a general over-all view of the program's aims and objectives. More specific objectives and projects for each grade

level are then discussed in the next section, "Music Experience Areas." This material is intended to serve only as a guide to desirable features in the school's general music program, leaving to the teacher's individuality the planning of "units of study" or daily plans.

To indicate how the instrumental phase of the program might be established and directed, section three is next presented. It is intended that the instrumental plan be in operation at the same time as the "general music program."

The final section, "The Vocal Plan," is added to give specific procedures in how music reading through singing can be successfully taught. This plan is to be used in conjunction with the "general music program" beginning with and beyond the third grade level, as is later indicated. Following this material, there is included a listing of the songs selected for the vocal plan to help in teaching music reading.

It is the sincere hope of the author that the material herein contained may be of some assistance in establishing and improving the music program for visually handicapped children. To this purpose, then, this program is hereby dedicated.

R. Paul Thompson is the principal of the Utah School for the Blind, in Ogden.

I WHOLE-CHILD MUSIC EXPERIENCE

Attitudes

The ideal to which we should aspire in providing musical experience for the visually handicapped child, as for all children, is that each child gains an unrestricted love or at least a tolerating curiosity about music. It should be our aim as teachers to help the child achieve such an attitude. It should be our aim to develop a genuine love of music ourselves—by hearing, playing or otherwise experiencing worth-while music—but at the same time to admit within ourselves that we love much of the music which the child at our side loves and to grow musically with him. Let us remember that basically music is fun, and try to let the child remember it as a pleasant experience.

Music should arise out of a child's need and desire. He should find in it a friend who will sing, play, and dance with him; he should find in it a chum to whisper secrets to and to hear stories from, to laugh and talk with, to sleep and dream with. Why! The two of them—he and music—they should be able to conquer the world!

Areas of Musical Activities

The following five-point program of music instruction seems most applicable to visually handicapped children, making a few adaptations here and there and adding some points for stress. Thus we have: *Singing*—both rote work and note reading to be introduced at an appropriate grade-age level; *Rhythms*—fundamental and gross movements developing into free and dramatic activities; *Creativity*—both in the area of art, speech and music molding with dance and movement; *Listening*—for delight, for surprise, for repose, and yes, even for learning; and *Instrumental*—with introduction of melody instruments early in the educable

child's life and the gradual encompassing of harmony instruments as band and orchestral instruments. These experiences more advisably should take place throughout the day for the children of kindergarten, first and second grades, and within the class work of other older grades. Where various factors make it advisable to have older students leave the room for the music period and have special experiences in the "music room", this instruction can be made most functional and enjoyable. The principal objective to keep in mind is that the music learning should be well-rounded, broad and meaningful and enjoyable throughout for the students.

Singing: Rote learning of many types of songs should characterize the work in the earlier grades. These songs should include folk music, action songs, song games, story songs, and some just for fun. Some "adult" songs may also meet with much approval among the little folks. Beginning with the third and fourth school years, braille music reading can be introduced if the students seem sufficiently well grounded in the use of literary braille. At all levels of learning, however, the use of rote learning need not be frowned upon as an effective means of learning, and might well be incorporated into the instruction plan.

Rhythm: Most blind children may become almost limitless in imaginative response to music. For such desirable responses to be developed much opportunity should be provided for letting them learn basic rhythms of walking, running and skipping, etc. These representative motions can then grow into large body movements. Rhythmic speaking will contribute interest and development as well, as will also the use of instruments.

Creativity: While the elements of music study should not be separated

into "areas" with sharply defined boundaries, we can speak of creativity as the need for children to express themselves outwardly for what we hope they have felt inwardly. Art and craft work in clay, sand, blocks, beads, sticks and variously shaped objects can all be used by the students to show their impressions of music. Experience in composing music should also be offered and can prove most instructive. The following steps might be utilized in creating a song with a class: (1) Write verse or text, the class contributing various ideas until the group decides upon the one to use. (2) Speak words selected in unison, adopting the rhythm which sounds best for them. This involves also finding the accented words. (3) Now place a measure bar in front of the principally accented words. (4) Originate a melody for the first line of words, using a piano, song bells, xylophone, voice or tonette. Then proceed to the end of the song in like manner. (5) Now the song should be written down, with each student having a copy at least by the next day. (6) Harmonizing can next be done with the use of the auto-harp, piano, banjo or ukulin, ukulele, or guitar. (7) The expression marks should now be added to complete the song. The class can in this way produce, with a minimum of teacher "helpfulness," something of which they might well be proud.

Listening: Advantage should be taken of many daily situations when music might be introduced for appreciation purposes. Some music might be used just because it sounds like sleeping, talking, thinking, or doing a number of things. There should be enough opportunity for the child to hear good music that he will have a fair chance to develop a liking for it; after all, we can't expect that many children come from homes where Bach chorales are sung each night before retiring. Music

appreciation comes through many ways—singing, playing instruments, rhythmic response, creating music and directed listening. We can make use of church programs, radio and TV music, recitals, local concerts, school musicals, student participation, and guest performances at school. Even with "directed listening" the field is wide—learnings can be directed to recognition of instruments, study of composers and nationalities, melodic themes, musical construction, moods and suggestions.

Instrumental: Rhythm instruments should be freely used in early years of instruction; melody instruments might well be introduced as time, progress and interest continue. Certainly a xylophone, and a set of melody bells or resonator bells should be a part of the equipment in the kindergarten. Even a piano is important to have in the classroom, especially if children are allowed to experiment judiciously with it and find that it is a real companion to them. Let's make many kinds of instruments with the children. They will probably thrill at the dull thud emitted from their very own drum. The construction of a monochord will prove valuable since the instrument offers much interest as an introduction to the science of music.

II MUSIC EXPERIENCE AREAS

KINDERGARTEN AND FIRST GRADE

Music should be integrated into the school day for students of this grade level. The children need to find free rhythmic expression in many ways and in response to all types of stimuli about them. Blind children do not differ from "normal" children in their need for an abundance of free experiences; they might too often miss out when the programs are made into a music period, instead of a musical day.

Imitative Calls: Early in their school experiences students can be taught to

imitate simple sentence songs of the teacher. These songs can be used as a beginning in pitch recognition and ear training. As an example, the teacher might ask "How are you this nice school day?" singing the words to the tune—"do, re, mi, fa, so, so, so," with the children answering, "We are fine this nice school day," singing to the tune, "so, fa, mi, re, do, do, do."

Singing: There should be much singing of rote songs by the children. These songs could be about almost any subject, with suggestions for them often coming from the children. The class will also enjoy composing and singing its own songs.

Instrumental: Many types of melody and rhythm instruments should be used: melody bells, xylophones, auto-harp and piano, together with a great variety of drums, and other percussion instruments, many of which the class assists in constructing. Pots, pans, hammers, wooden spoons, bottles, drinking glasses, drinking straws, and combs have their places too, as the students are encouraged to create some of their own "orchestral accompaniments."

Rhythmic Activity: Children need a great deal of free rhythmic activity. It will be found that suiting music to activities that the children generate themselves will often prove very satisfactory. The teacher can begin with these student responses and continue into other movements as seen on occasion to be suitable. Blind children especially need an abundance of uninhibited movement while standing, sitting, and lying on the floor. From the fundamental rhythms of hopping, skipping, running and jumping, the child might be tempted into imitating the acts of animals with which he has become acquainted. The teacher should make sure that the children have really had the opportunity to learn about animals to be imitated—the white rat,

the rabbit, dog, cat, pony, earthworm, butterfly and bird. Learning about these animals necessitates the child's "seeing" them in action—actually having them in their hands. A large sequence of events might well be the "raising of the flag" action (surely the children could also be given the real-life experience of hoisting the school flag sometimes), rowing a boat, climbing a ladder, etc. With the progress of time, the child in the first grade might do animal antics, gym stunts, or circus "parades" with costumes to add interest and excitement.

Piano Learnings: Through much free exploration and experimentation, the child should learn a number of things about a piano, that there are groups of keys—low ones and raised ones; and that the piano has legs, casters, strings, hammers, pedals and other fascinating gadgets. Along with these findings the child may also teach himself something about intervals and rhythmic patterns; pitch—high, low, middle; melodies that can be easily made; and new sound effects from playing groups of notes on different places.

Drum Learnings: From making and playing drums, much of value can be learned by the child: drums sound differently when played in different places on the head; weather changes the sound of them; the vibrations can be felt; different drums have different sounds; drums can be played loud, soft, fast, slow and drums can be used to send messages. The drum offers much learning for the child.

Songs for Children: Children want to sing many kinds of songs—patriotic, humorous, and seasonal. They like lullabies, folk songs, carols, and singing games and dances. The songs need to be selected with some care, however, so that they are good both musically and verbally. Actions suggested in them should be fitted to the age of the chil-

dren. The pitch for these songs should not be too high—preferably from middle C to the C or D an octave above.

“Concerts”: Informal one-half hour “concerts” will do much to help towards music learning. Parents and friends might be invited to appear in the classroom for a musical performance. Letting the children hear and play many types of instrument will do much to broaden their concepts. The performers might be requested to play worth-while music—not to worry about playing “down” to their small-sized listeners. There should be chances for the boys and girls to hear, feel and play accordions, harps, bass viols, gongs, as well as the more usual band and orchestra instruments.

SECOND GRADE

Activities of the second grade for blind children should develop naturally upon the background as previously suggested for younger children. At this grade level, the music period should still be a part of the total program, with songs and rhythmic actions to suit all occasions and situations. Basic rhythmic movements might be enlarged and changed as to speed of walking, running, skipping, etc. Listening experiences might be increased; the children need to have a record player and records which they themselves can operate and thus do much of their own teaching. Dramatizations such as the story of “The Old Woman and the Pig,” “Gingerbread Man,” and others seem suitable.

Singing: The singing on this level could well be limited still to rote work, with the teacher often singing only lightly and sometimes not at all, while the children carry on in their own way. Soft accompaniment played by the teacher or the students will enhance many songs, though often the songs will sound best without instruments.

Let the boys and girls occasionally have a chance to give the pitch of a song. Models, pictures, constructions with blocks, sand play, and other ideas at the disposal of the teacher should be used to make the songs more meaningful. Let the children use much of their own creativity to express the music as they learn it.

Rhythm Band: While no formal “rhythm band” is to be suggested, the children might learn much from a rather informal playing of the instruments to the accompaniment of music. Children should be familiar with many kinds of instruments and have chances to play many of them. Let them suggest accompaniments which the group might use.

THIRD GRADE

Musical experiences for the third grade progress from the foundation preceding it and continue with many of the same activities in slightly modified forms.

Singing: The use of braille and large print music books should now begin; at first the songs are learned by rote, and some of them played on tonettes or other melody instruments. The use of Group I songs (on last pages of article) is now possible by first rote-learning the songs and then suggesting to the students “Let us now see how the songs are written.” This activity is not designed to teach music reading at this time, but to let the children see that music is in all appearances quite harmless and needn’t cause any great alarm. After some songs have been well learned, the class might then learn a few by use of syllables—taught only as a game. No pressure need be exerted at this point to teach syllables, except as they appear to come easily for the children and can continue to appear fun. As the year progresses, it would be well to learn the scale up and down

by the syllables, and to have some simple songs made up by the class using syllables. Guessing games might be tried, such as having the teacher sing "do" and then another pitch such as "so" and having the children match the new pitch and then guess its name.

Songs which are not included in Group I should be drawn upon heavily for rote learning. Occasional reference might be made to syllables as a means of vocal "measurement." Much use should also be made of fun singing—adding descants, introductions, interludes, codas, chords, sustained tones, melodic patterns, ground basses, tetrachord patterns, and many other such ways of augmenting the interest which songs in unison give.

Singing experiences will be of additional worth when they are integrated with the daily studies of the children. The study of countries, states, people, and numerous other subjects correlate well with music. Much use of seasonal music is to be encouraged. Through the many experiences in music, the teacher can better tell when a point of music reading readiness is arriving and can plan ahead more wisely.

Instrumental: At this grade level, the use of many types of chording instruments is to be encouraged. The auto-harp, piano, banjo, ukulele all have a prominent part to play—or rather to be played by the children. Tonettes are suitable instruments to be introduced at this time. Through the use of music reading for tonettes, note names as they appear in braille and print can be learned and simple rhythms such as those which use half-notes, quarters, and possibly eighths can be introduced. For teaching rhythms try a recording such as "Where is Red Fox," and then make application of rhythms in that story. "Flash cards" in braille and print will help when used as games; ask: "Which rhythm says 'Where is Red

Fox'?" The children locate on their card the rhythm which responds to those spoken words. Also, the children might point to one of the rhythms on their cards and clap it out for each other. An "orchestra of primitive man" might prove an interesting project. Each player might make up a "message" on his rhythm instrument and then relay it on to another one.

Rhythmic Dramatizations: Children at this age need much free movement and many dramatizations. Such songs as sea chanties, ballads, folk songs, singing games and dances, folk dances with singing directions, and all types of action songs are appropriate here. Use such features as the sailor's hornpipe, rubber legs, story enactment and pure fanciful ideas to interpret the music being sung.

Listening: Included in the listening features at this stage should be an informal "ear training"; let the students try their luck at identifying minor and major chords and scales when they are played. Through the singing of rote songs and through listening to music played, much can be learned about music; the meaning of tempo, mood, phrases, dynamics, melodies, scale sounds and skips, cadences, measures, beats, counts, names of notes and differences in pitch.

FOURTH GRADE

The use of Group I songs is employed here, with the intent to learn music notation by singing, working from the background in singing and instrumental playing of particularly the third grade. (The sequence of activities related to this teaching will follow.) At this age, the students will be ready to do much unison singing by note, and much more difficult music by rote including rounds and the easier two-part pieces. Fun songs such as "There's a Hole in My Bucket" will be most wel-

come. There should be much use of harmony instruments by the students, as well as considerable playing of tonettes by note and rote and use of other melody instruments. Play and sing the songs, first by rote using neutral sounds and then the words; next use the syllables as a "measurement of accuracy." Some songs can be first learned by syllables if students are sufficiently prepared for this experience.

Vocal chording is good now, but might have to be introduced rather simply at first with the aim to use I, IV and V chords eventually, and add interest to simple songs by adding scale patterns, melody inventions, sustained fifths, and original harmony parts.

There is still need for rhythmic activity at this age—folk dances with singing directions, creative rhythms, and musical expression in the art forms—painting pictures, making clay models, giving interpretations of songs which are played or sung. Ear training can include reviews of material learned in the third grade and continue to the point where various instruments can be recognized by their sounds. Music listening broadens to include simple recognition of marches, waltzes, fox trots, minuets, etc., by their rhythms.

FIFTH GRADE

A general continuation along previously initiated lines is suggested with this age group and continuing throughout the elementary levels of school. Students by this time will be able to negotiate the reading of songs in Groups I, II and possibly starting into Group III. The five areas of music experience—singing, instruments, rhythmic activities, creativity and listening are further explored. Much can be done at this age with creating songs in keeping with children's current interests. Two-part songs now become more common—

mostly learned by rote, with rounds coming into more and more use.

SIXTH GRADE

With this age group, three and four part singing can be enjoyed; with older students, the boys whose voices have changed can add much interest to the choral efforts. Numerous special groups might be tried to give additional opportunities to desiring students—such as quartets, trios, and duets. Much care must be used in selecting and using music when the changing voice is noticed; the boy will make the change more graciously if we don't select music which requires him to use his voice at that unstable stage in an unwise way. Many boys at this time have a range of only two or three tones. These notes should be found, and appropriate music selected, or arranged, which will use these notes to the best advantage.

The use of such instruments as the bass viol is worth-while now—many of the students may be taught to "slap" out interesting parts on it. Throughout the years of musical experiences, there should be much use of rote instruction, with such songs as: "Finlandia," "Loch Lomond," "The Band Played On," "For He's a Jolly Good Fellow," camp-fire songs, action songs, seasonal and community selections, and pieces running the course from "silly to sacred." Let variety and appeal be keynotes in music selection and further, as teachers, let's continually remind ourselves that music for the children must be FUN. Through it all we may find music more fun ourselves.

III THE INSTRUMENTAL PLAN— TEACHING MUSIC READING THROUGH PLAYING

Blind students in the third grade or in some cases the second, who show evidence of interest in music readiness, should be introduced into some specific

instruction. Along with tonette instruction for all third grades, group piano could be given as well as drum study. Some students of this grade and students of grade four might be selected for beginning group instruction in clarinet, cornet or violin, to have this training in addition to the chorus class. Students who make sufficient advancement on one of these instruments should be included in a school orchestra, band or ensemble, or be guided into selecting and learning to play other instruments which would fit into the school groups. Older elementary students or those of junior high level might be encouraged in forming a dance band for school use.

Group Piano: All adaptable methods of teaching group piano to sighted students can be employed for teaching visually handicapped people. If both blind and partially sighted people are to have instruction, it is often advisable to have braille readers in one group and clear type readers in another. Both groups are begun with considerable rote learning—employing one to six months' time depending upon individual student progress. In teaching braille readers by rote, only terms which will be encountered later in braille music should be used—numbered octaves, intervals instead of chords, part and full measure repeats, etc. Braille students should be able to figure out simpler “hands alone” music before “hands together” music is learned by notation. Early in their training, the students ought to learn to play and count simultaneously. This will minimize difficulty later on when hands play together. For the first grade of piano instruction, a standard piano method, available in braille grade two but using “simplified braille music notation” is desirable. As students advance, individual instruction should be arranged to replace the group class.

Students using large type can be instructed almost identically with nor-

mally sighted children; the first few lessons may have to be written out in an enlarged form, but later the regular music book can be placed upon a music stand next to the keyboard and in front of the student. A number of piano methods and books are now available at most music stores using “jumbo” notes, which will greatly speed the learning of some children.

Group String, Reed and Brass Instruction: It appears wise to handle beginning music students in groups according to families of instruments as well as to their visual abilities—large print readers together and braille readers together, where possible. Age and musical progressiveness need consideration too. Excellent teaching material is available now in both braille and print. If print music seems too small, it might be copied or enlarged on wide-lined music paper. As the student who uses this teacher-prepared music advances, he can be taught to write out his own from small copies. The availability of various types of magnifiers and opaque projectors makes feasible and practical this type of learning.

Band and Orchestra: Students who have made sufficient progress on their individual instruments can be effectively instructed in a band or orchestra. There seems to be little difficulty here if braille and large print readers are together—by this stage of development, minor problems of notation peculiar to each group can be quickly handled. On occasion, separate small groups can meet for a time. Learning to play a school song will help to keep group spirit high.

Practicing: Where possible, some supervised practice time needs to be arranged for each student. Practice contests can be used to motivate more practice and individual work. Organizing duets, trios, quartets, and other ensembles contributes more interest

along with offering valuable training.

School Programs: Opportunities for students to perform should be rather frequent; times for students to play for each other as well as for parents and friends at special programs should be scheduled. The presenting of programs, if done with much care and consideration, can greatly contribute to the child's needs for achievement and recognition.

IV THE VOCAL PLAN — TEACHING MUSIC READING THROUGH SINGING

The plan of teaching music reading from the singing approach is intended for use beginning with the third and fourth grades and continuing throughout the elementary levels. Much of the background established by the first and second grades is to be drawn upon for the third grade "readiness" program and has already been indicated. The third grade students should have access to Group I songs for amusement and possible learnings, but this material should find its way into the easy vocal vocabulary of the fourth grade student. Much of this program as suggested may need modification according to needs of students and schools of differing backgrounds and interests.

A. LEARNING ROTE SONGS

Learn many of the songs included in Group I, and many in addition—by rote, for the following skills:

Rhythm—walking, skipping, and running notes.

Tempo—fast and slow.

Mood—happy and sad, suspense, danger, joy.

Phrases—musical sentences.

Dynamics—louds, softs, crescendos, decrescendos.

Melody—memorization and recognition.

Major scale sound—whole and half steps.

Cadence—rise and fall to the point of rest.

Chords — vocal skips, simultaneous sounds taught by the piano or auto-harp.

Body movement—freedom in space in responding to and representing music.

Names of notes—e.g. A, B, C, D, E, F, G.

Names of syllables—"do, re, mi," etc.

Rhythm Fun

Using records such as "Where is Red Fox?"

Primitive orchestras—sending of messages in music.

Playing of names in rhythm.

Tune Time

Play melody instruments—pick out songs.

Make up new songs.

Piano playing—chords and simple tunes.

Play and sing "Do you like my nice new song?" to the tune of c-d-e-f-g-g-g.

Play this melody hands alone, then learn C chord to play with it.

B. READING WHAT YOU SING

Singing Stunts

Sing songs learned by rote, now using the neutral "loo."

Sing songs learned by rote indicating high and low by placement of hands in air.

"America"—given: F as a starting note; students write notes in braille or print as they occur in place—indicate F where it occurs, higher notes by a G and lower ones by an E. Next, find measure bars, the pauses; find the words which are most heavily accented and place a measure bar in front (in braille rewrite leaving a space in these places).

Learn simple conductor's beat, sing songs with it.

Locate long and short notes in "America."

Learn upper figure in meter signature.
Learn syllables—do, re, etc., names of scale tones.
Identify combinations of tones.
Walk and beat in time with music.

Guessing Games

Recognition of song by speaking syllable names.
Recognition of song by rhythmic dictation.
Locate phrases that are alike in songs.
Cut phrases apart (that are in print or braille) and play or sing them in proper arrangement.

Music Magic

Students make up words, spelling them with music notation.
Students write scales in key of C using quarters.

Tune Time

Continue piano and autoharp learnings; try new key of G or F; learn appropriate chords.
Use improvised accompaniment to songs.

C. READING SCALE SONGS — KEY OF C — $\frac{3}{4}$ TIME

Singing Stunts

Learn assigned songs by syllables.
Descending scale, ascending scale syllables. Learn after singing such songs as "Joy to the World" or other song of scale content in Group I songs.
Sing note groups "do—so" back to "do."
Sing familiar rounds by syllables.
Notice repetition in music.

Music Magic

Write scale from G to G, find magic $\sharp f$, properly notate on paper; play scale on instrument.
Write a few notes from singing dictation, e.g., starting with C (given) sing do, mi, so; write.

Tune Time

Continue piano and autoharp learnings; use more chording to pieces; new key of G, chords.

D. EASY SONGS — KEY OF C, $\frac{3}{4}$ TIME — SKIPS

Singing Stunts

Use Group I songs in reading first by neutral syllables, then do, re, mi, etc., then by use of the words. The "tonic-sol-fa" used mainly as a "measurement" for pitch.
"Star-Spangled Banner" — tonic chord skips; learn syllables for chord members and practice do-mi-so-mi-do; mi-so-do (high) — so-mi; so-do-mi-do-so, to get feeling of major triad.
"America"—learn names of note values; clap and sing.

New songs: learn

- (1) First sing scale by syllables.
- (2) Sing I chord notes as above indicated.
- (3) Set tempo.
- (4) Get starting pitch.
- (5) Sing song with syllables keeping time.

Vocal chording: much use of this in connection with older students especially.

Supplementary singing of songs with descants.

E. EASY SONGS, KEYS OF C, G, F; V CHORD

Singing Stunts

Use latter part of Group I Songs.
Sing "America" key of F.
"Clementine"—find V chord skips; practice singing syllables of V chord.
Continue I chord singing; alternate I, V chords.

Rhythm Fun:

Dictate simple rhythms; have students write them down.

*F. SONGS IN 4/4, 2/4; KEY OF D;
SYNCOPATION*

Singing Stunts:

Use Group II songs; begin with songs learned by rote; progress to new songs to learn at least in part by note. Advance gradually into area of unknown to the student.

"America the Beautiful" and "O Come All Ye Faithful" beat time; find strong beats; think of other songs with this rhythm.

Learn about the new key — D major; transfer of syllable learning should now begin to pay off.

Study rhythm problems in song—count; learn new songs in 2/4; beat time. Study "Caisson Song" and "Marines' Hymn"—2/4 time.

A look at syncopation in songs learned by rote and new ones by rote.

G. NEW TIME: 6/8 NEW KEYS: Bb, Eb, Ab, Db, A: CHROMATICS

Singing Stunts:

Review rote songs in 6/8—"Lazy Mary," "Three Blind Mice," "Here We Go Looby Loo."

Learning new simple songs in 6/8; learn new beat pattern; count.

Gradual introduction of new keys, transferring the syllable learning as new keys are tried.

Learn common intervals; sing accurately from "ear memory," using syllables; sing songs from memory using syllables.

Interval Intelligence:

Learn sound of perfect fourth—"Auld Lang Syne."

Perfect fifth: "Twinkle, Twinkle, Little Star."

Perfect sixth: "My Bonnie"; "Old Oaken Bucket."

Major seventh and major ninth; Wagner's Intro. for Act III Lohengrin; Strauss "Emperor Waltz."

Chromatic Scale:

Learn ascending and descending scale by syllables.

Learn construction of twelve tones of chromatic scale, and what is involved in half and whole steps.

Sing familiar songs with chromatics in them.

*H. MINOR KEYS: UNCOMMON
METER: PART SINGING*

Singing Stunts:

Sing familiar songs written in a minor key.

Learn difference between major and minor scales; sing minor scales to new syllables; sing minor triads, i, iv, and the major V.

Make up chants to minor songs already learned; sing minor rounds—"Hi, Ho, Anybody Home."

Meter Mastery:

Approach as usual from the known; sing "Down in the Valley," learn new time signatures of 3/2, 2/2, cut time; 3/8, 9/8.

Learning new songs after learning beat patterns.

Part Pranks:

Review much music done to present time.

Chord progression practice singing; vocal chording; descants, chants, sustained tones, etc. by rote.

Learn new songs: first learn melody well, then learn harmony parts; combine.

Learn new songs—two parts at a time. Use three part music.

MUSIC READING SONGS—"Songs of Joy"

Group I—Keys of C, G, F, Time: 3/4

	Key
The Clown	C
A Riddle	C
Helpfulness	C
Our Country	C
Susie, Little Susie	C
Little Dutch Mina	C
The First Noel	C
Little Tom Tinker	C
Join in Singing	C
Row Your Boat	C
Limericks	C
On Top of Old Smokey	C
The Road	G
Lift Up Your Voices	G
Sheep on the Hillside	G
Old Lochaber Lullaby	G
I'm Calling Good	
Morning	G
How the Corn Grows	F
Autumn	F
Where Has My Little	
Dog Gone?	F
America	F
Lovely Evening	F
Come, Thou Almighty	
King	F
Moon Song	F
Faith of Our Fathers	F

Group II—New Key: D; Time: 4/4, 2/4

	Key	Time
Twinkle, twinkle,		
Little Star	C	4/4
London Bridge Is		
Falling Down	C	4/4
Marching Song of the		
Shepherds	C	4/4
Are You Sleeping	C	4/4
White Coral Bells	C	4/4
Long, Long Ago	F	4/4
The Soldier and the		
Shepherdess	F	4/4
Whistle When it Rains	F	4/4
Sweetly Sings the		
Donkey	F	4/4
America the Beautiful	C	4/4
Old Folks at Home	C	4/4
Joy to the World	C	4/4
All Through the Night	F	4/4

O Come All Ye		
Faithful	F	4/4
Swing Low, Sweet		
Chariot	F	4/4
She'll Be Comin' Round		
the Mountain	G	4/4
Hark the Herald		
Angels Sing	F	4/4
Another Morning	F	2/4
The Bridge of Avignon	G	2/4
Yankee Doodle	F	2/4
Ten Little Indians	F	2/4
Jingle Bells	F	2/4
Shuckin' of the Corn	C	2/4
The Farandole	C	2/4
Oh, Susanna	F	2/4
Buffalo Gala	F	2/4
Chumbara	D	2/4

Group III—6/8; New Keys;
Chromatic Tones

	Key	Time
Three Blind Mice	C	6/8
Lazy Mary	G	6/8
Here We Go Looby		
Loo	G	6/8
Morning Song	F	6/8
Brown Eyed Mary	F	6/8
Night Herding Song	F	6/8
Pop Goes the Weasel	F	6/8
Sailing	D	6/8
Over the River	B $\flat$	6/8
The Meadowbrook	E $\flat$	6/8
Now the Day Is Over	D $\flat$	
Deaf Woman's		
Courtship	B $\flat$	
The Keeper	E $\flat$	
Daniel Boone	E $\flat$	
Camptown Races	E $\flat$	
Jeanie With the Light		
Brown Hair	E $\flat$	
Sweetheart Out		
A-Hunting	G	
Blue-Tail Fly	F	
Nobody Knows the		
Trouble I've Seen	F	
Hymn of Praise	F	
Brotherhood	A	
All Round the		
Mountain	G	

Star Spangled Banner	A $\flat$			Key	Time	Parts
The Fandango	A $\flat$					
Stodola Pumpa	A $\flat$					
Prayer of Thanksgiving	D $\flat$					
Group IV—Minor Keys: Uncommon						
Meter: Part Songs						
	Key	Time	Parts			
Old King Cole	D	4/4				
The Battle of Jericho	D	4/4				
Hear That Tootin'						
Horn	G	4/4				
Go Down Moses	G	4/4				
When Johnny Comes						
Marching Home	G	6/8				
Zum Gali, Gali	G	6/3				
God Rest You Merry						
Gentlemen	E	4/4				
All the Pretty Little						
Horses	E					
We Three Kings	D	3/8				
Wayfaring Stranger	D	3/2				
Jeanette Isabella	A $\flat$	3/8				
The Green Dress	G					
Southern Song	C					
Boll Weevil	C					
Jacob's Ladder	C	2/2				
Down in the Valley	G	9/8				
Beautiful Dreamer	D	9/8				
Billy Boy	C	2/4	2			
Juanita	D	3/4	2			
La Cucaracha	F	3/4	2			
God of Our Fathers	F	4/4	2			
Here We Come						
A-Wassailing	E $\flat$	6/8	2			
Morning Praise	C	4/4	3			
Dona Nobis Pacem	G	3/4	3			
Music in the Air	G	4/4	3			
Stars of the Summer						
Night	G	4/4	3			
The Cavaliers	D $\flat$	3/4	3			
The Orchestra	C	3/4	5			

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enrichment of the PRIMARY READING PROGRAM in the resource room

JEANNE RICE KENMORE

A CHILD HAS REACHED a significant point in his development when he begins to read. His many experiences with stories in early childhood, his classroom activities designed to foster reading readiness, his successful transition from pre-reading to reading activities culminate in a triumphant climax when he is on his own in reading. Creative guidance through the many stages of growth which are to follow may contribute to a child's success in reading throughout his entire school program.

The *New Outlook for the Blind* has carried two excellent articles* on reading readiness within the past two years. I would like to discuss a reading program which might be built upon the background of rich experiences suggested in these articles.

In an integrated plan of education for blind children two teachers share the responsibility of guiding a blind child's growth in reading, the regular classroom teacher and the resource teacher. Their joint planning can pro-

vide a program in which a child is surrounded by delightful, interesting, and challenging materials; is participating in meaningful activities; and is gaining basic skills.

During the early weeks of first grade a blind child may spend half of his day in his regular classroom, participating fully in the parts of the curriculum which do not depend upon the written word. Several of the reading readiness activities will add to his pleasure and his growth toward reading—story time, dramatizations, and oral language. When he comes to the resource room, generally for two or three short sessions each day, he works with materials especially meaningful in relation to the use of braille as a means of reading. When he has read many stories and little books with the resource teacher and can find his pages easily in perhaps the second pre-primer of the basal reader series, then he also participates in a reading group of sighted children in his own room. If his books have ink-print written above each braille word, then his classroom teacher is comfortable about helping if he loses his place.

Once a blind child is part of a reading group in his own room, the resource teacher provides whatever materials she and the classroom teacher find to be helpful: flashcards with words or phrases, word games, additional stories for pleasure or information, and, of course, braille readers which are duplications of the print readers—word for word, frequently line by line, and in first grade always page by page.

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*"A Reading Program for Little Blind Children" by Dorothy L. Misbach, September 1954, Vol. 48, No. 7, page 218; "Building Reading Readiness" by Sister M. Lignori, October 1956, Vol. 50, No. 8, page 295.

Despite the fact that a blind child may successfully read with sighted children as early as beginning first grade, there is a great need for his continued instruction by the resource teacher. The attention given to a child's individual needs may be the invisible support which permits him to function to his greatest capacity with his sighted peers.

How can the resource teacher enrich a child's reading program without merely repeating what the child has had in his own room?

Making Stories Come Alive

Much of the enjoyment a sighted child receives from reading the pre-primers comes from his ability to interpret the parts of the stories revealed by the pictures. The blind child does not have the stimulation of the brightly colored pictures. A story may read:

"Look, Dick, look.

See Sally.

Funny, funny Sally."

If the blind child is reading merely words, he may quickly lose interest and make slower progress than his ability would indicate. But if he is reading *ideas*, if he knows all about why Sally is funny, then his appetite for more stories is whetted.

The resource teacher can make stories come alive in an endless number of ways: using real "props", acting out situations, turning chairs into make-believe wagons or cars, having a blind child actually construct the items which the story-children make — little wooden sailboats, clay cats and dogs, paper houses, or miniature farms. There is a story where Sally is "funny" because she borrows her mother's powder puff and powders her pets and toys. The blind child reading this story will make his hands fly in order to get quickly to the part where the powder is generously sprinkled if he has had the fun of

experimenting with a delicately scented powder puff the resource teacher just happened to have at school. The story where Dick and Jane, in an effort to catch wandering Baby Sally, spill out of their wagon onto the grass is greeted with giggles when the blind child has acted out the story with other children and has spilled out of a make-believe wagon onto the floor. The story about Sally having the big grandfather umbrella collapse about her is fun to recreate with a real umbrella at school. General classroom teachers frequently go to great lengths to bring a story to life. However, the young blind child wading through "Look, look. See, see." pre-primers needs much more of this type of experience than one usually finds in a regular first grade.

In our school the age span of the children who use the resource room is not as great as in some other places. One child in low first grade, two in high first, one in low second, four in high second, two in high third, and one in high fourth all come to the resource room at varying times during the day for a multiplicity of purposes. Most often I know ahead of time why they are coming, what materials they will require, and what individual needs I am to try to meet. I can plan in advance. Frequently those plans include some part of the reading program where two or three or four children can work together under my guidance. Sometimes a child joins in the dramatization of a story he has already had or one he is not ready for yet. The stories become vivid experiences. One day, for example, Paul was busy by himself on an individual project. With one ear he heard Mickey reading a pre-primer story which Paul had read the previous semester. Suddenly he broke into the reading lesson. "Hurry, Mickey, I can hardly wait until you get to the part where the wind blows." The actual

words of the story made no mention of wind. The pictures alone had shown fluttering curtains and papers blown onto the floor. Yet Paul recalled the meat of the story as well as if the entire plot had been given through words.

There are frequent opportunities for amplifying a child's concepts of word meanings. A second grader may need to understand more fully what is meant by "walking in a circle." A first grader may wish to know how to play a game discussed in his story, leapfrog. A third grader may ask for an explanation of animal traps. An imaginative teacher can help develop meaningful concepts which add richness and piquancy to a child's adventures in reading.

Providing Multifarious Materials

One of the factors determining whether a child's ascent to independent reading shall be smooth and facile or anfractuous may well be the amount and variety of materials. A resource teacher should not let herself become bogged down under lists of required texts which need to be brailled. Skillful use of volunteers and lending libraries plus careful purchasing of books available at the American Printing House for the Blind should leave the teacher time for brailling creative materials which appeal to the avidity of her young readers.

Children love stories about themselves. An addition to the experience charts of the first grade might be a book of stories a child has dictated about himself, his interests, and his thoughts. He may memorize the stories without fully recognizing one word, yet he has found one of the many ways of "reading." Even through second and third grades a child may enjoy dictating stories whose vocabularies are beyond his own writing abilities. Occasionally when someone is sick, the teacher could send home stories about the child him-

self to be read with lingering pleasure.

When a child finishes a pre-primer or other reader, he is delighted to find a book using some of the same basic vocabulary he has learned plus his own name and names of people he knows in a series of tempting stories.

How often a sighted child has incidental reading experience! A blind child can receive similar opportunities for growth by finding a riddle or a short poem taped to one corner of his desk, labels on exhibits, directions for care of his braille or typewriter by his equipment, school announcements pinned to the bulletin board, and names of family members in braille on Christmas present tags. One classroom teacher asks that the names on all her students' lunch tickets appear in braille as well as in print so that the two blind children in her room may take their turns passing out the tickets at noon. When she took her class on a field trip about the neighborhood to find out the types of housing which comprise our community, she asked for brailled lists of specific incidental reading she knew in advance her group would find, such as: Apartment for Rent; Garage; For Sale; College Avenue; Not a Through Street; Men at Work; Flat for Rent; Keep Out.

A resource teacher who prepares science, health, and arithmetic materials for the child's use in his regular class may wish to add surprises. One third-grader had extremely good understanding of arithmetic, yet he dawdled away part of his time each day, leaving a few problems unfinished. His two teachers felt he needed greater challenge. Thereafter his problems required more effort on his part, and at the end of the first lesson which he actually completed, he found the words, "Good for you. You finished! Now you may have free time until recess." One surprised third-grader grinned to himself as he skipped

Sighted teacher follows blind student's reading progress



over to the science table to explore new additions.

When a child receives back from his teacher his corrected spelling test, he hunts rapidly for the teacher's reaction written in braille. "Good work," "Remember to capitalize names of months," "Neat and accurate." His classroom teacher has asked the resource teacher to transcribe an inkprint reaction into braille.

Requests from children may keep a resource teacher busy. As six-year-old Danny asked, "What do you do when you get home? Make books?" Sunday School books, catechisms, sections of the manuals for Cub Scouts or Brownies for little ones whose reading skills can not yet carry them through the entire books, a Brownie play, favorite stories which were loved through early childhood and which would be fun to be able to read now by themselves, and poems which tell a story such as "Madeline" or "A Visit from St. Nicholas."

Many of the commercially made games, like touring, are easily made fun for a blind child through the addition of braille and/or slight adaptations. For increasing a child's vocabulary a teacher can make Old Maid-type

card games using other topics such as Hallowe'en or the circus. Many kinds of word-matching games provide activities for rainy recesses. Of course, all materials for a child's use are in both braille and inkprint (except for the things used only in the resource room).

A sighted child is drawn to many materials as much by their physical attractiveness as by their content. A child who is blind can be equally enticed by attractive materials. Books may be of different sizes and shapes, may have textured covers. A story about cowboys has denim covers; a story about a rooster has feathers partially glued on the front; a story of a kitten and his favorite cushion has padded velvet covers; a story about Christmas bells appears on pages cut in the shape of a bell and has a string of jingle bells attached; a story about a rabbit has a ball of fur tied to the book; a story about a child who is ill is covered with quilted material like the child's own quilt; the story, "The House That Jack Built," is written on pages of different lengths so that as the repetitious part of the story increases the size of the pages increases, too.

Sometimes the cover has no particular

relationship to the content. The pre-primers may have covers of corduroy, dotted swiss, burlap, flannel, seersucker. A vocabulary box in which a child keeps the new words he is learning is extra fun to use when it is covered with satin or velvet.

Children have as many purposes for reading as adults have: recreation, specific information, as a means of sharing with others. Books and short articles containing information appealing to a child's interests can be on the library table. Seven-year-old Patsy's passion for rabbits extended many months as she read informational and recreational material about them. Another seven-year-old, Elizabeth, requested "Lots of very little books with short, short stories about birds." *The Weekly Reader*, published by the American Printing House for the Blind, sparks interest in current happenings as well as in topics related to children's activity. The cafeteria menu is read and re-read as children plan to buy lunches on days when hot dogs or chocolate pudding are served. The calendar gains importance as the relationship between certain events becomes clear.

During the primary grades the occasional use of talking books and other recorded educational materials at school can offer pleasure and information as long as such auditory materials are an enrichment and not a substitute for more active learning situations.

Teaching Basic Skills

A child learns to read by reading! He also learns to read by gaining many types of specific skills. Direct instruction, meaningful practice, experimentation, independent and group activities all contribute to an effective reading program. In a plan of education where a blind child has reading instruction in

both his own classroom and in a resource room, the small amount of overlapping will serve to reinforce his understanding and to strengthen his confidence. The resource teacher provides materials in braille for use in both rooms. She knows what he is learning in his own room and where he needs help. The care with which she meets individual reading needs at the primary level may have a strong effect upon his total school program.

Most primary teachers use variations of five types of reading materials: basal readers, supplementary readers, library books, workbook-type lessons, and teacher-prepared charts which capitalize upon children's interests of the day or add to their knowledge in science or social studies.

Basal readers attempt to provide stories of high interest to children with carefully planned gradation in difficulty. Usually, teachers' manuals are available which offer many suggestions for developing specific skills through use of the readers. The resource teacher may provide the additional materials suggested by the manuals so that the blind child, too, will develop the necessary skills. Should a classroom teacher choose not to follow the manual, the resource teacher might find its suggestions valuable in the resource room.

Throughout first grade, and perhaps for part of second grade, many resource teachers have found it advisable to have the young student read the basal reader stories in the resource room first, to learn the new vocabulary, and to discuss the parts of the stories portrayed in the pictures. By the middle of second grade the child should be able to function well with new material in his classroom. Then he can be given just the new vocabulary in advance (particularly when the words involve contractions or abbreviations) and occasional information concerning some-

thing in the new story which might not be understood by the child.

The library books which a resource teacher provides for a child's use in his classroom may be books requested by the child or the teacher, books appealing to specific interests or activities of the class, or books chosen to enlarge the child's knowledge and enjoyment.

It is rather a simple thing for the resource teacher to drop into a classroom during recess or after school and make a braille copy of a teacher-made

chart. Sometimes a child keeps a notebook of these brailled charts in his desk for reading pleasure at odd moments during the day.

The preparation of workbook-type lessons is a challenge! Many of the lessons need revisions or adaptations if the material is to be meaningful to the blind child. Because of the great emphasis upon visual skills in the first-grade workbooks, it is my personal feeling that the blind child might be engaged in something more valuable and meaningful to him than struggling



Turtles they have read about acquire new meaning

with workbook lessons which have been elaborately constructed to "duplicate exactly" the material used by the sighted children. For example, a lesson might ask the sighted child to draw a line from the picture of two baby ducks to the word "two" on the opposite side of the page, then to draw a line from the picture of three boys to the word "three," etc. What an easy thing this is for the sighted child, and what fun he has learning some parts of number concepts. One conscientious resource teacher tried to "duplicate exactly" this lesson for a blind child by attaching shoestrings to one side of the page and having the child pull them through holes by the answers on the other side. "But I don't think Jim learned a single number concept from that lesson," she smiled ruefully. "He just learned the 'shoestring concept'." How much more meaningful for the child it might have been if the *purpose* of the lesson had been analyzed, and then reproduced, perhaps in a totally different form, in the resource room.

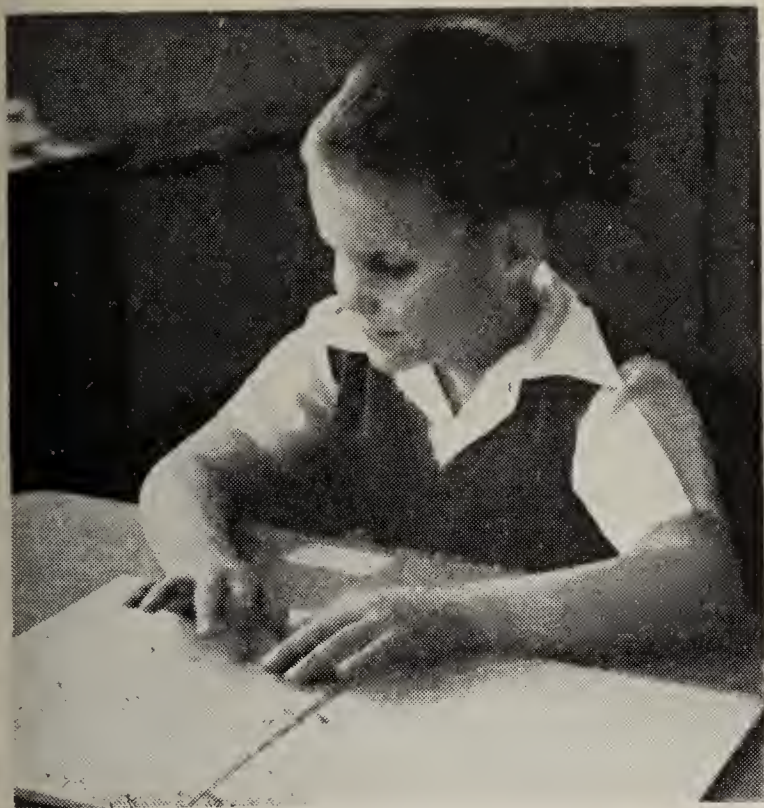
By second grade the lessons can be more meaningfully transcribed. Sometimes only a little change is needed. A child can select the correct answer out of many by drawing a heavy line under it with crayon (he should be able to feel the wax when he is through), by putting a pushpin in it when he has a soft beaver board under his paper, by writing it on his braille writer, or by rubbing out the dots of the wrong answers. Whenever a change is made by the resource teacher, the lesson should have ink-print above it so that the regular teacher knows what has been done.

Frequently classroom teachers are quick to recognize ways of making lessons interesting and meaningful to a blind child, and ask the resource teacher to prepare things in certain ways. "We are going to study deciduous

trees this week, and I have samples of bark and leaves. Before we go on our short field trip so that we can actually see and handle these trees, I wonder if you would braille this list of trees with their characteristics. I would also like to have these true-or-false sentences about trees." "We have been studying dairy cows. I would like pages with only the name of one kind of a cow on the top of each. Next I want small strips of paper with these short descriptions on them. Marian can then paste the right descriptions under the proper headings."

The importance of a blind child's feeling of belonging to his class should never be minimized. It is not the amount of time he spends there that determines whether or not he is truly an active, contributing member of that class. Rather, it is his knowledge and awareness of membership because of his peers' friendship, his teacher's acceptance, and the whole climate of individual worth. In a school which is flexible in its attempts to meet individual needs, the blind child leaving his room to seek materials or instruction in the resource room is only one of many children who leaves his room at varying times during the day to gain or to give services. Some go to the speech teacher, some go to the school nurse, some go to the cafeteria to bring back milk, some carry messages for the office, some work in small committees in the library or in the hall. The fact of his absence from his classroom is not an indication that a child has been excluded from something. It is instead an indication that several of the school staff are working together to provide the best program possible for each child, sighted or blind.

Contemporary educational procedure provides opportunities for children to work individually, in small groups, and in a larger group. A resource teacher



First-grader reading braille

has the responsibility and the delight of helping the blind child gain skill in the use of his tools for learning. Condone confidence in his understanding and use of braille as a means of reading can increase the child's abilities to function well in his own room as he works individually and in various group situations.

It is possible to fuse language lessons and braille-as-a-code lessons in such a way that there is small necessity for *isolated memorization* of dots. For example, the introduction of "their" (dots 4, 5, 6, *the sign*) at the same time as "there" (dot 5, *the sign*) through a workbook-type lesson, where the child learns how each of the words is used, may be so understandable that the child fully grasps the relationship of the two words in our language at the same time that he learns the contracted way of writing them in braille. Whereas systematic learning of the use of braille is vital, the more skillfully it is taught in connection with the use of language, the more meaningful it becomes to the young student.

A child's pristine delight in words extends indefinitely as he has fun with rhymes, synonyms, antonyms, homo-

nyms, onomatopoeic words, alliteration, etc. Listening to sounds of words, acting out their meanings, saying them, reading them, writing them, and using them in original creative efforts contribute much to the over-all development of language.

How much a child enjoys a lesson where the full spellings of words, as well as their contracted forms, are part of the answers in a game! (Only grade two braille is given to a child to read. The full spelling of contractions is given orally. Later, the child uses the full spelling when writing on the print typewriter.)

How much fun he has writing nonsense stories filled with words which include the contraction under consideration. "Stella stopped sticking stones in the stove and started sticking sticky stamps on the stairs," wrote eight-year-old Tim with a mischievous smile.

How quickly a child becomes aware of the skills he needs when he has personal reasons for using them. "I am making a book of my own stories about animals, and I want to put the stories in order like a regular book does. You know, with the A's coming first. What should I do when I have three stories that begin with the same letter?" The child's need for understanding of alphabetical order is stronger motivation than any a teacher might manufacture.

Phonics is important and should not be left to chance. Yet, just as we no longer teach "citizenship" at 10:25 every morning, but rather, teach it all day long as real occasions arise for its practice, so we teach phonics all day long as real occasions arise for its use. Nine-year-old Henry had a wonderful time all by himself making a valentine list of his friends; names he had heard a hundred times, but had never read. He used many phonics skills, and was pleased with himself when he was able

to sound out most of the names. Sometimes, knowing that one certain sound may be written several ways, he tried various spellings of a few of the names. The list he asked me to check included "Cheryl" written like this: Sharel, Sheral, Sheraril, Shairl, Sharyll. "You can tell me now how it is really spelled, but I think 'Shairl' is the most sensible way of writing it," he concluded.

When a child's interest in a story is high, and he can hardly wait to reach the climax, it is frequently wiser to tell him the words he stumbles over than to make him pause to sound them out. When he is absorbed in creative effort and reaches to use words not yet in his writing vocabulary, is it not also wise to give him quickly the spelling of the words lest he forget his burgeoning thoughts? (Later, a teacher can present lessons using the words the child missed or was unable to write.) To be aware that the child's joy in reading or in creating rightfully takes precedence for the moment over his interest in the mechanics of language is to be able to see the forest in all its beauty as well as to see the individual trees.

Encouraging Creative Thinking

Perhaps it is the *teacher* rather than the child who needs someone to encourage creative thinking in *him*. Some-

one to remind him to stop and really listen to familiar sounds, and really look at things about him; to let his imagination try its arthritic wings and really crawl out of himself into the freedom of creativity.

The child bringing a slightly mashed bug to school comes with a radiant sense of wonder. The child hearing some particularly arresting sound builds a whole plot around it. The child finding an intriguing idea in his book goes off on a joyful tangent of fancy. The child with his hands in the substance of finger paint invents completely original words of description.

Certainly, he must learn to distinguish between reality and fantasy, to "stick to the subject," to follow directions, to keep his mind on the task at hand, etc. But while he is learning these skills, these self-disciplines, need he lose his delight, his wonder, his ability for make-believe, his absorption in the world about him? No!

Instead, we hope that he is encouraged to harness these wonderful, mysterious forces and use them well that they might be forever a part of his life.

There are many ways of enriching the reading program of primary children besides the four discussed herein. The objective of them all would seem to be the same—*children who read and enjoy it!*

Directory Changes

The following changes within various agencies for the blind should be made in your *Directory of Activities for the Blind in the United States and Canada*, 1954 edition. Page 42—Kentucky Workshop for the Blind. Name changed to Kentucky Industries for the Blind. In place of Paul J. Langan as superintendent, Charles C. Cox is business manager.

Page 87—Pennsylvania Home Teaching Society and Free Circulating Library for the Blind. New address: 6112 North Franklin Street, Philadelphia 20, Pennsylvania.

Page 92—Charleston County Association for the Blind. Thomas F. Koester, Jr. replaces Mrs. Caroline W. Stoertz as executive director.

Page 103—Ontario School for the Blind. S. E. Armstrong replaces H. J. Vallentyne as principal.

MEDICAL SOCIAL WORK

with eye patients

LAURA JANE HENRICH

SINCE ABOUT eighty-five per cent of our learning is acquired through vision we soon begin to regard sight as the basis of experience and understanding, even of reasoning. In short, vision seems to us fundamental to enjoyment of life; to judging and controlling the environment; to a happy, productive experience. This impression is not entirely true, since our other senses contribute as surely, though less obviously. However, when vision is lost, partially or completely, the individual finds himself more greatly incapacitated than by the loss of one of the other senses, and required to make greater adjustments. Actually, it is the cultural attitude toward its loss that makes the reorganization process so difficult.

The problems of adjustment for those who have partial sight or are gradually losing it may, in a way, be even greater than those of individuals definitely faced by blindness. Theirs is often a life of anxious and hopeful waiting colored by an intense fear. They have not the certainty and irrevocable reality of blindness around which to reorganize their lives. They may suffer from certain eye diseases for a large portion of a lifetime, frequently undergoing hospital treatment and surgery.

These people are not provided for

financially as are the legally blind and large hospital bills, together with possible or actual cessation of income, can be overwhelming. None of the special services available to the blind is open to them; there is no provision for them outside of regular public assistance. This means a void as far as recreation is concerned. If the individual cannot read, for example, he is not eligible for a talking book or braille instruction unless his vision falls below the legal limit. Nor will he be included in the clubs and parties for the blind, even though his vision may preclude other forms of recreation. This leaves the partially seeing person in an undesirable position with no one offering him any particular help.

Facing Fact of Visual Loss

Telling the facts about visual losses can be a most difficult responsibility for an eye physician to face. However, it seems to be of the utmost importance for a patient to know where he stands. He is not likely to make any attempt to adjust to loss of vision and to learn ways of living with it, if he continues in the hope that his sight will be completely restored. When a patient goes from month to month with no indication of what his condition really is, he begins to doubt his doctor's interest, to feel he is being used as a guinea pig, to wonder what is to become of him and whether anyone really cares.

Otto Fenichel, an outstanding authority on traumatic neuroses, has stated that "traumatic neuroses are

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more intense when the trauma encounters an ego exhausted by long endured stress (presupposing that the stress was not a kind of 'expectation' of the event, in which case it would be a favorable circumstance)." Fenichel feels very strongly that "proper preparation can avoid or diminish shock." Consequently, if the patient is told in realistic fashion what is happening to his eyes and what he may plan on for the future, he will be much better able to accept blindness or partial sight and to reorganize his life accordingly. It is most interesting to note that patients with eye disease have a more difficult time adjusting to blindness than do those blinded by accident.

Interpretation by Social Worker

Medical interpretation to the patient is an important part of the social worker's function. In the field of ophthalmology this involves an exceptionally large amount of technical information. Eye diseases and anomalies are myriad and the terms used to describe them are complex. The eye worker must develop a reasonable acquaintance with the language of ophthalmology in order to know what is being recommended as treatment and to understand the meaning of diagnosis and prognosis to the patient.

Unlike illnesses in some other parts of the body, eye pathology can frequently be diagnosed with speed and accuracy, sometimes on the first examination. This has much psychological import for the patient who may be precipitated into a state of confusion, shock and anxiety on learning of a serious diagnosis. The physician's report often means the sudden facing of a reality that has been avoided before, or a confirmation of most dreaded fears.

Recommendations follow quickly and, combined with the diagnosis, seem overwhelming in the beginning. The

new eye patient is often unable to comprehend their meaning or to respond intelligently to the first treatment steps. This is a frequent reaction to shock, requiring time and the help of the professional team in facing a new and threatening situation.

The medical social worker can offer invaluable service at this point by reviewing with the patient and his relatives the ophthalmologist's findings, the recommendations for care and the next phases of the treatment plan. In these interviews the patient should have an opportunity to voice the various concerns in his mind and to ask questions. Particularly if surgery is necessary, he will need support and guidance in approaching the operation with equanimity.

Anxiety Through Misunderstanding

The patient is apt to become confused and frightened if he hears the doctors and medical students in the clinic and on the ward discussing his condition. Perhaps he understands a little of what is being said or nothing at all, but in any instance he concludes that his condition is serious. This practice is an unfortunate one, the results of which the social worker must sometimes handle. Of course the patient needs to learn from his doctor, insofar as practicable, what diagnosis, treatment plan and prognosis are, but to hear this in an impersonal, dispassionate discussion can be devastating. He may overhear conjectures about his condition which rule out further treatment, to his way of thinking, but which may later be grossly altered, even reversed, by the physician. For example, one patient heard it said that surgery would result in the loss of her eye. When it was subsequently decided that only an operation would save the eye she refused to go along with it on the basis of the previous impression.

After the physician has told the patient as much about the eye condition and treatment as he is ready to disclose it is the medical social worker's job to make sure that the patient understands all the implications, and particularly the importance, of following medical instructions.

Preparation for Surgery

In the case of surgery the ophthalmologist's effort to prepare the patient may fail because the very thought of an operation is so threatening that the explanation is not absorbed. Having someone answer questions and clarify procedures can influence considerably the state of mind in which the patient approaches surgery. Good operative results require his cooperation.

It may be necessary to explain medical procedure and the reason for it more than once before the patient can grasp and accept it for himself, particularly since so many eye patients are in the older age group. It is important to interpret the treatment regimen to responsible relatives as well. The cooperation of a close friend or relative in enabling the eye patient to accept treatment is often the difference between success or failure. It is appropriate that a patient should himself decide to accept or reject suggested treatment, but he should do this on the basis of thorough knowledge of what it can offer and what is entailed.

Critical Decisions

If the vision in one eye has already been lost it is indeed a very serious decision as to whether to have an operation on the other eye. Though much eye surgery has a high percentage of success (such as 90 per cent in cataract) it is not possible for the physician to promise the hoped-for result. The enucleation of an eye is one of the most dreaded procedures. Much skill, patience

and understanding must be employed by the physician and social worker in helping the patient and his family approach such a crisis. Otherwise when results are unsuccessful the patient can feel with justification that a breach of faith has occurred and this enormously complicates the matter of cooperation in after-care.

The patient facing eye surgery usually has an advantage in that his ophthalmologist is also his surgeon. Thus, there is a closer doctor-patient relationship and continuity can be maintained through surgery and after-care. The patient is spared the anxiety that comes from having to establish relationship with a surgeon following referral from the family physician, and then having to return to the latter from a specialized phase of treatment.

The volume of patients and the limitations of time in outpatient eye clinics are well recognized. Such factors place a heavy responsibility on the social worker. From her broader knowledge of the patient's total situation she can keep the doctor informed, so that treatment planning will be in accord with actual circumstances. If the eye patient encounters a different ophthalmologist on each visit the social worker becomes the only team member with whom there is a sustained relationship, the one who can interpret his needs to the doctor. She also knows how to put the patient in touch with community agencies when their service is necessary. Her liaison function in this area enhances the physician's knowledge of such services and enables him to be more practical in some of his recommendations—for example, family arrangements, discharge planning, convalescent care.

Psychiatric Consultation

The social worker is in a strategic position to note abnormal personality

reactions indicating the need for psychiatric consultation. This can be a matter of real concern since paranoid patients have been known to become self-destructive during eye surgery. The use of psychiatric guidance in ophthalmology is becoming more prevalent and it should be sought increasingly when severe feelings of frustration and depression accompany vision impairment.

Practical Considerations

The medical social worker concerned with eye patients needs to be closely involved with the practical changes which loss of vision, or even temporary eye conditions, bring into everyday life. Generally the first need is some kind of financial assistance in arranging for hospitalization, medication, transportation or maintenance. Hospitalization today is an expensive item which can involve people deeply in debt for a period of years, particularly when there are repeated admissions, as in the case of certain eye diseases. Marginal income families especially need help in such circumstances because of lack of savings.

A patient may be forced to give up his job temporarily, indefinitely or even permanently; to find employment requiring less visual acuity. In the latter case vocational retraining may be necessary. It is the social worker's job to alleviate some of the resulting anxiety of the patient by aiding him in specific ways to find proper resources. It is not unusual for the worker to be asked by the patient with an uncertain eye prognosis if this is the right time to start learning braille, a request indicative of the latter's effort to take some responsibility for his own future needs.

Eye surgery often is not as incapacitating as other operations but when the patient is frail and elderly several weeks of convalescent care may be necessary.

Lessened physical activity for a period following retinal detachment poses practical problems for housewives and people engaged in strenuous occupations.

— In working with persons who are ineligible for services to the blind, more ingenuity must be used in locating resources. Financial assistance, medication, appliances, even transportation can be handled more readily than opportunities for leisure time activities. Many of these persons do not see well enough to enjoy reading, television, movies or other recreation requiring near-normal vision, and there are few suitable substitutes. This is unfortunate since they may have much free time as they wait for results of surgery, or for the disease to become stabilized, or for suitable employment.

In short, there are numerous practical arrangements with which the social worker can and should help her eye patients, but she should not take over the management of activities rightfully belonging to the individual. It is easy to make this error when the patient is feeling helpless and overwhelmed by his condition; but it will only reinforce his impression that a visual handicap means dependence on another person.

Emotional Support

The eye patient may say, "I would rather be dead than go blind." The worker cannot go along with this feeling by saying nothing, nor can she answer with platitudes. With the patient's cooperation she must estimate first what impairment of vision means to him personally. When he has been helped to talk through these feelings, and to look at the factors which are fundamentally disturbing, he will perhaps have begun to understand himself in relation to the handicap. However, self-understanding is not enough; the

worker should move on to acquaint him with some of the actual methods by which people with limited vision are enabled to carry on their usual activities. In general, she should help him see the positive factors and strengths which remain to him and the processes through which they can be further developed.

Another area of social work competence relates to medical follow-up. It is essential, for example, that glaucoma patients be re-examined regularly in the clinic in order to keep the disease under control. When months and perhaps years pass with little or no change in the medication or the doctor's comments, patients grow discouraged and discontinue treatment. The medical social worker needs to discuss with this group, as soon after diagnosis as possible, the nature of the disease, the fact that it cannot be cured, why the goal of treatment is successful control, and the need of full cooperation with the ophthalmologist's recommendations. Here too, relatives, when properly informed, can bolster the glaucoma patient's willingness to keep up the medical regimen. When an individual lives alone the social worker often has to assume more responsibility for such encouragement.

Summary

It should be obvious that none of what has been proposed can be accomplished quickly. Actual visual loss is a shock to the individual experiencing it, productive of much fear and depression which are not relieved at once, no matter how adequate the ability to adjust. Therefore the medical social worker must be prepared to give serv-

ice on a long-time basis. Her role with eye patients is one of multiple functions. It has been shown that medical interpretation and follow-up comprise part of the service to be offered. This is as it should be, since it is the medical condition that has brought the patient to the hospital and is generally his major concern, especially in the beginning.

Explaining the patient's social and emotional needs to the ophthalmologist is also an important responsibility stemming from the social worker's special area of competence. Practical aspects include referral to other agencies for financial assistance, transportation, appliances, employment or rehabilitation.

These services are performed as case-work functions recognizing the individual's unique needs and reactions in relation to the eye problem, his right to make decisions and participate actively in the treatment recommendations. The primary discipline is medical and the social worker in this setting must collaborate with the doctor and other hospital staff members toward the best service to the patient.

Because the majority of eye difficulties are related to degenerative changes, the number of persons with visual problems will increase as the span of life lengthens. New knowledge about the aging processes will enhance the worker's skills in any eye program.

Since half of blindness can now be prevented if full use is made of our current knowledge it is readily apparent that medical and social work efforts in this field must be directed toward early and continuous treatment in order to reduce the appalling amount of unnecessary blindness in this country.

Hindsight

M. ROBERT BARNETT

GET ON BOARD

THE OTHER DAY a neighbor called my home to announce excitedly that she had the answer to my blindness. Forthwith, she was going to put me in her car and drive me to Philadelphia. There my sight would be restored.

At first, this sounded as though someone had discovered another of those religious shrines that so often attract the sick and the crippled — and this time, for a change, close enough at hand that my well-meaning friends would not have to mortgage their houses or get on “Strike It Rich” to get me there. Nothing herein is meant to disparage real miracles. In this case, however, the new mecca turned out to be an institution with which many of us already are familiar. The friend had read about it in the December issue of *Cosmopolitan Magazine*. The answer to a blind man’s prayer turned out to be Wills Eye Hospital.

The friend, knowing nothing about the cause of my blindness and not very much about Wills Eye Hospital even after reading the article, probably considers me an ungrateful wretch. Although I refused to go, I did promise myself to read the article — which I did, and if you have not, you ought to.

To intrigue your interest, especially if you are a blind person, get a load of the title of the story. Unashamedly and unreservedly, it declares: “They Make the Blind See.” So far as this non-professional can determine, the medical content of the article is good and accurate — good for the serious, intelligent reader and accurate from the point of view of a doctor. But for those of us concerned with better public understanding of the blind, not

to mention the all-too-numerous newly-blinded who continually chase hopes and new doctors or cures, the *Cosmopolitan* article is just another example in the long parade of poisonous propaganda. In a reasonable enough attempt to prove the “precious” nature of sight, the article kicks off in its first sentence with this reminder to the reader: “You and I work, play, love, hate and talk with our eyes.” What about us poor souls who, by reverse connotation, are apparently denied those pleasures?

There’s more, but this is about enough. To make one question further even the technical accuracy of the whole piece, however, there is a sweeping generalization at the end of the article. Wills Eye Hospital has pointed out that there are many other institutions which have competent eye care to offer, and then the writer says glibly: “That is certainly true, but it is also true that no institution anywhere in the world excels Wills in translating into deeds the words of Helen Keller: ‘There is no lovelier way to thank God for your eyesight than by giving a helping hand to some one in the dark’.”

It’s hard to say who will be the more embarrassed by this story — Wills Eye Hospital or those of us who may continue without the capacity for working, playing, loving, hating and talking. We can at least write for the *New Outlook*.

IT WAS THIS WAY, OFFICER

Truth really is still stranger than fiction, I suppose. Even the dramatizations of the subject of blindness by magazine writers can sometimes be overshadowed by the real McCoy. We got one right out of the *New York Journal-American* the other day. Whether its message is constructive or otherwise is a bit unclear, but at least it provides an interesting puzzle that may require several readings. Try it once, anyway . . .

A forty-year-old blind pianist has finally been cleared of a charge of drunken driving. Myron Sautter, blind for twenty-five years, was found behind the wheel of a car yesterday. With him was Arthur Renner, twenty-five, who told police he was giving the blind man directions on where to steer.

Hours later Renner admitted he slid Sautter behind the wheel when he saw a police car coming.

HE WHO LAUGHS LAST

Hindsight has been getting a little fan mail lately — very little. When we introduced a few anecdotes to illustrate points of view, we may have started something that will be hard to finish. At least one reader, Jesse Woodring, who writes under a Fort Wayne, Indiana, postmark, has been stimulated into literary effort. As usual, the publisher takes no responsibility for quality of content, but here are some of Mr. Woodring's gems:

"Dear Editor:

"It is inspiring that so many initially tragic incidents in life eventually become the subject of carefree mirth. Consider for example the many humorous stories that have arisen out of the loss of one's hair, loss of employment, loss of money, and even the loss of one's hearing. Loss of sight, however, seems never to have provoked many witty remarks.

"Is blindness so much more tragic

than other personal deprivations? Perhaps Mr. Barnett's leadership will stimulate a little more frivolity concerning poor vision and a little less gloom and tear-jerking sympathy around the subject of blindness. In any event, his stories in 'Hindsight' provoked me to write and make this contribution to the cause:

"Repeatedly bumping into mail box, traffic sign, light pole, etc. on a street corner, the confused blind man who excused himself each time with a 'pardon me, sir' gave up, dropped to the curb and decided to just wait until the crowd thinned out.

"And what's tragic about the partially sighted peeping tom who had only 'keyhole vision?'

"Picture, too, the sighted man who bluffed his way through an army physical on the excuse that he was blind. Then, later in the day, while enjoying a movie, he spotted the army doctor sitting beside him. Quick thinking brought forth the question, 'Excuse me, sir, but is this the bus to Albuquerque?'

"And finally there was the tired old blind man who for months had uneasily suffered through the same busy street-crossing and bus transfer on his way home from work. Asked one time where he expected to go in the hereafter he promptly replied, 'I just don't care as long as I don't have to transfer at Broadway and Main!'

"Sincerely,

"Jesse A. Woodring."

*a token of
Japanese-
American
friendship*



AN EXPRESSION OF Japanese-American friendship was made recently in the form of a miniature statue presented to Helen Keller in recognition of her great achievements throughout the world. The statuette was presented to Miss Keller, accompanied by Polly Thomson, by the Honorable Tsuneaki Ueda, Deputy Consul General of Japan in New York, at a ceremony at the American Foundation for Overseas Blind (see cut).

As Counselor of International Relations for AFOB, Miss Keller visited Japan in 1955 during a five-nation good

will tour. Inspired by her victory over her triple handicaps, students and faculty of the Prefectural School for the Deaf and Dumb in Niigata, Japan, raised funds to erect a fourteen-foot sculpture which now stands on the school grounds. The sculpture shows Miss Keller and her companion, Polly Thomson, enfolded in the symbolic wings of Anne Sullivan Macy, Miss Keller's first teacher, whom the school describes as her "guardian angel." The two-foot replica was sent to Miss Keller as "a token of stronger Japanese-American friendship and understanding."

Book Reviews

Teachers of Children Who Are Blind—on Findings from the Study "Qualification and Preparation of Teachers of Exceptional Children." U. S. Department of Health, Education, and Welfare. U. S. Government Printing Office, Washington, 1955. Superintendent of Documents, Washington 25, D. C. 40 cents. Reviewed by Guy J. Marchisio.*

DURING THESE TIMES of teacher certification and educational standardization it is indeed refreshing to find a bulletin that dwells upon the knowledge and understanding aspect as well as upon the basic skills phase of teacher preparation of blind children. Packed with statistical data and diffused with "findings," Bulletin 1955, No. 10 should be made available to prospective instructors, training centers, and teachers in service.

This publication, one of a series based upon the study "Qualification and Preparation of Teachers of Exceptional Children," utilizes two procedures for obtaining information. One, from a "Competencies Committee" of seven experts in the field, and the other, from the reports of a group of 100 superior classroom teachers selected on a quota basis — thirty-eight were teaching in day schools, and sixty-two in residential schools for the blind. Fifty of these respondents received their specialized training before January 1, 1946, while another fifty obtained such preparation after this date. Altogether, 208 opinions were gleaned from special educators including personnel from state departments of education and supervisors of special education in local school systems.

This volume is divided into six

*Mr. Marchisio is supervisor of educational services of the New Jersey Commission for the Blind.

significant sections: (1) the competencies needed by teachers of blind children presented by the committee of experts; (2) the relative importance of a list of competencies needed by instructors in the field reported by 100 superior teachers of the blind; (3) a comparative study of these two independent reports; (4) an evaluation of the effectiveness of in-service teachers of the blind; (5) an appraisal of professional experience required by teachers of the blind; and (6) a summary of the findings and implications, with suggestions for further research.

The core of the bulletin, however, centers about the first two topics while the last four are primarily an extension of these reports.

Important considerations by the committee included a knowledge of medical factors, the understanding and use of reading and writing equipment, the selection and use of aids and appliances, curriculum adaptation and program adjustment, and the knowledge and ability to work with related resources. In addition to a greater degree of knowledge, skills, and understanding, it was the opinion of the experts that the teacher of blind children should possess certain competencies basic to the education of blind children as individuals — they should be able to assist blind children to realize their desires as adults; and to interpret these individual needs to society in terms of the varying degrees of blindness — encompassing factors that the teacher must be able to handle with resourcefulness.

Although unlikely that any one teacher-training center will be able to present all of these components or that any one teacher will possess all of these suggested competencies, they are never-

theless set up as ultimate goals toward which to strive. The capacity to utilize related resources — the family, the community, and the appropriate agencies — are not only guideposts to good teaching, but reflect the individual approach toward attaining the desirable goals.

Several trends were highlighted in the evaluations by the successful teachers, that should be noted. It would appear that these teachers placed great emphasis upon the social and emotional adjustment of their children, as well as upon the medical, psychological and educational aspects of the individual. Included in the ten competencies which were rated highest were: the ability to help children with their personal adjustment, to establish curricula suited to the individual need, to assist blind children to “learn to associate with normal children,” to stimulate “senses other than sight” in the problems of living, the implications of “useful vision,” and the effects of “socio-economic conditions.” Classified as “less important” were competencies related to testing vision and hearing, a knowledge of the basic theory of light, and suprisingly, the history of the education of the blind. Rather contradictory was the relatively low place given to the understanding of anatomy and physiology of the eyes, while a knowledge of medical, emotional, and other implications of blindness were valued very highly. The significance, here, may be the fact that so few training centers provide courses “which would enable the teacher to understand the anatomical and pathological conditions in blindness.”

Equally significant is the fact that teachers tended to rate “practical skills” more highly than “theoretical knowledge.” Consequently, seven of the ten most highly valued competencies deal with “ability to do,” while three are

concerned with “knowledge or understanding.” It may be somewhat disappointing to those who seek out opportunities to debate the perennial question that “there was little difference on the value placed on the majority of the competencies by day and residential school teachers.” Understandably, from the aspect of educational tasks, there was perhaps one over-all difference— “day school teachers” designated the interpersonal relationships with adults as more important than did “residential school teachers.”

Apparently, no significant differences were noted in the ratings between teachers who received their specialized preparation either before or after January 1, 1946.

Although many of the competencies were considered important by both teachers and experts in the comparative study, the findings however revealed more adequately the essence of the entire report. Of real import was the top rating placed upon supervised student teaching and planned observation with both blind and normally seeing children by the superior teachers. As important as this phase of teacher preparation is, the need, however, may be dwarfed by the lack of sporadic follow-up supervision provided the young, and too often, non-specialized, in-service trained teacher of blind children.

In addition to some sixteen specialized competencies listed as needed by the teacher of children who are blind, the participants pinpointed several personal characteristics which instructors should possess to a greater degree — to be able to work as a member of a team as well as individually; to develop a pleasing voice; to create and control the classroom atmosphere; and to be more flexible, ingenious, and understanding than the regular classroom teacher. Ideally, the study looked favorably upon a teacher training program that

followed this pattern: an undergraduate program of general teacher education, regular classroom experience, a year of graduate training in the education of the blind including a wide range of practical experiences with various educational and related services. Let us not overlook, in any ideal or established program, the value of a thorough knowledge of the subject matter to be taught and to be taken prior to either general or specialized methodology.

Perhaps the two weakest phases of this volume are its limited recommendations for further research and the prolonged lapse of time between the period of the completed project and the date of publication. The bulletin is permeated with implications, insufficient

and inconclusive data, and even a between-the-lines type of revelations sufficient for an abundance of worthwhile studies. In a field where current literature is already so limited, it is unfortunate that Bulletin 1955, No. 10 has not come to the hands of educators for the blind until early 1957.

This effort, together with a companion bulletin entitled *Teachers of Children Who are Partially Seeing*, certainly should contribute greatly toward staff development, toward steering colleges and universities in the direction of providing adequate preparation for teachers of visually handicapped children, and finally, toward building a firm foundation that should provide the basis for establishing max-

Special To Subscribers

Miss Margaret Fay, Circulation Manager, calls attention to the importance of early notice of change of address in order to avoid missing an issue. The circulation department must have changes of address by the middle of the second month preceding an issue in order to assure mailing to the correct address.

We are in short supply of certain issues in the ink print edition, some going far back into the early days of this publication. If you have any of these and are willing to part with them, will you communicate with the managing editor? Payment will be made for them, the amount depending upon the date of issue:

1908, Vol. II, No. 2
1911, Vol. V, No. 4
1913, Vol. VII, No. 3
1921, Vol. XV, No. 2 and No. 4
1922, Vol. XVI, No. 3
1923, Vol. XVII, No. 4

1933, Vol. XXVII, No. 2, No. 3, No. 4, No. 5
1942, Vol. XXXVI, No. 3
1946, Vol. XL, No. 9
1949, Vol. XLIII, No. 3, No. 9
1954, Vol. XLVIII, No. 8

News Briefs

☆ Chicago's West Side Medical Center will be the site of the new national headquarters of the National Society for Crippled Children and Adults, Dean W. Roberts, M.D., executive director of the Easter Seal Society, has announced. The National Society's headquarters offices have been at 11 South La Salle Street since 1945.

Located on a triangular 40,000 square foot plot, the proposed building will provide 18,000 feet of floor space in a modern two-story and basement building.

The new permanent headquarters building will coordinate into the unit all of its many diverse operations, and will eliminate architectural barriers so that handicapped persons may visit the National Society with ease.

☆ The Mid-Western Conference of Home Teachers will hold its convention beginning May 5, 1957, in Topeka, Kansas, at the Hotel Kansan. This convention is planning to take action on some major pieces of business which will affect the profession of home teaching, and a good attendance is urged. The convention will close at noon Wednesday, May 8.

☆ The Third Congress of the Yugoslav Association for the Blind was held on two days in November, in Belgrade. At the meeting announcement was made of the opening of three high schools for the blind in Russia—one in Moscow, another in Leningrad, and the third in Kuibyshev. Resident students will be accommodated at these schools. In Budapest, Hungary, the first national Congress of blind and partially-blind people was held August 24 and 25, 1956. Reports from that Con-

gress stated that there are 320 blind telephone operators employed full-time in Hungary, of whom 200 are in the capital city. Another report states that one unnamed industry in Budapest employs more than 500 blind persons.

In Vienna, Austria, five blind telephone operators were newly placed in the month of October, 1956, bringing the total so employed in that city to seventy. Also, two blind medical typists were placed in a Vienna clinic, and another typist was engaged by a general accident insurance firm.

☆ Three changes in the Board of Directors of the American Foundation for Overseas Blind have been announced. Charles Torem, of Paris, France, has been elected to the Board to replace the late Max Shoop. Eustace Seligman, formerly secretary of AFOB, has been elected vice-president, an office also vacated by the death of Mr. Shoop. Peter J. Salmon has been elected secretary.

☆ The New York State Commission for the Blind, a bureau of the State Department of Social Welfare, has been reorganized, and an assistant director and a business manager have been provisionally appointed to head up two new sections in the Commission.

Virginia E. McDonough of New York City has been named assistant director of the Commission. She will direct the technical services section, which includes all services in prevention of blindness, training for preschool blind children, and home teaching. Miss McDonough fills a vacancy caused by the retirement of the former assistant director.

Benjamin Nyman of Albany will

manage the business services section, which includes services connected with concession stands, crafts production and sales, accounting, and office management functions. Mr. Nyman's position of business manager is a new post.

Miss McDonough has had twenty-five years' experience in social casework, and until recently was director of casework for the Catholic Guardian Society of Catholic Charities of the Archdiocese of New York. A graduate of Mount St. Vincent College, she has an M.A. degree from the Fordham University School of Social Service.

Mr. Nyman has had twenty-five years' experience in business, law, and government. He was formerly associated with the State Department of Commerce as a business consultant, working with small business owners in the state. His experience in private industry includes posts as manager of the New York City sales for Helene Curtis Industries and as field sales promotion manager of Sales Affiliates, Inc., of New York City. He practiced law in New York from 1931 to 1941. He holds an LL.B. degree from St. John's College School of Law.

☆ The National Society for the Prevention of Blindness has announced the following recent grants, totaling \$26,500, for ten eye research projects:

Dr. Arnall Patz, Baltimore, \$5,000, retrolental fibroplasia.

New York Eye and Ear Infirmary, \$2,000, electrophysiology of the eye.

University of Nebraska Medical School, Omaha, \$4,000, adrenocorticoid function in relation to diabetic retinitis.

Wills Eye Hospital, Philadelphia, \$3,000, choroidal circulation.

New York University-Bellevue Postgraduate Medical School, \$2,000, pancreatic dornase in inflammatory ocular exudates.

Medical College of Georgia, Augusta, \$2,000, bacteriology of uveitis.

Washington University School of Medicine, St. Louis, \$2,500, photo-coagulation of the retina.

Albert Einstein College of Medicine, New York, \$1,000, fields of vision studies.

University of Chicago, Department of Pharmacology, \$2,500, synthesis of carbon-14 and sulphur-35 radioactively labelled diamox.

Beth Israel Hospital and Massachusetts Eye and Ear Infirmary, Boston, \$1,500, development of effective apparatus to test vision in early infancy by means of optico-kinetic response.

The National Society's grant for continuing studies in retrolental fibroplasia is part of a \$15,000 grant established in 1953 by the E. Matilda Ziegler Foundation.

☆ An Albert Lasker Award has been presented by the American Public Health Association to V. Everett Kinsey, Ph.D. and Arnall Patz, M.D., in recognition of their outstanding work in defeating retrolental fibroplasia. Dr. Kinsey, assistant director of research at the Kresge Eye Institute in Detroit, was cited "for his achievement as coordinator of the National Cooperative Study of RLF confirming the cause as high level oxygen administration." Dr. Patz, a Baltimore ophthalmologist, was honored for his controlled studies with humans and experiments with animals into causes of RLF.

☆ Governor George M. Leader of Pennsylvania will be the keynote speaker of the eighty-fourth Forum of the National Conference on Social Welfare, to be held in Philadelphia, May 19-24. Governor Leader will speak on the theme of the Forum, "Expanding Frontiers in Social Welfare."

The opening general session will be held at 5:30 P.M. in Convention Hall.

Miss Margaret Hickey, NCSW presi-

dent, will address the general session on Monday morning, May 20. At this session several prominent leaders in the social welfare field will be asked to develop the Forum theme along the lines of their particular interests.

Additional subjects to be discussed at general sessions throughout the week include "Public Welfare's Role in the Changing Social Welfare Scene," "The Changing American Family — Its Challenge for Social Welfare," "Integration," and "Social Welfare, Social Values, and Culture."

Exhibits and registration will open at noon on Sunday, May 19, with advance registration for those in the area scheduled for Friday and Saturday, May 17 and 18, in the Benjamin Franklin Hotel.

Housing and membership forms are available from the NCSW national office, 22 West Gay St., Columbus 15, Ohio. Early reservations are advised, since single-room accommodations are already in short supply.

☆ A new \$225,000 addition to the building of the Minneapolis Society for the Blind will make it the first regional rehabilitation center of its kind in the United States, according to Donald Dabelstein, assistant director of the Federal Department of Vocational Rehabilitation. Visiting in Minnesota

recently, Mr. Dabelstein said the remodeled building in Minneapolis, to be completed in April, will serve the blind of six other states: North Dakota, South Dakota, Nebraska, Iowa, Montana and Wisconsin.

The Minneapolis Society's rehabilitation program for the blind is one of the most outstanding in the United States, according to Mr. Dabelstein. He also revealed that the Federal Department of Health, Education and Welfare is granting the Society \$125,000 to build and equip the new facility—a new form of cooperation that will unite public and voluntary agencies by combining their resources.

☆ Novelist John Howard Griffin, thirty-six and blind since 1944, of Mansfield, Texas, whose best-seller, *The Devil Rides Outside*, was reviewed in this journal in December 1952 (Vol. 46, No. 10), suddenly regained his sight one day in January while walking to his parents' house from his workshop. Mr. Griffin gradually lost his sight after explosions and bombings near him while serving as an Air Force staff sergeant in the South Pacific. He has written a second book, *Nuni*, which has been well received by critics, and is working on a third.

Mr. Griffin is married and has two small children.

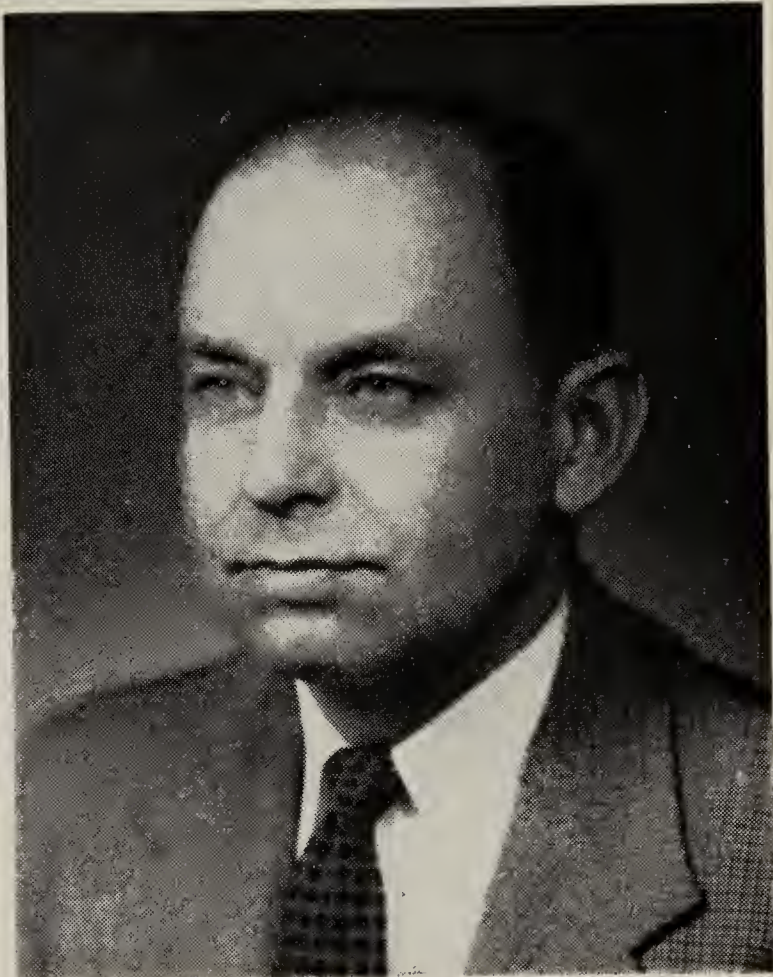
SCHOLARSHIP DEADLINE APPROACHING

Every year the American Foundation for the Blind receives many requests for scholarships too late to be considered for the current year. Therefore, it seems desirable to remind all readers of the *New Outlook* that such applications should be received by April 1 preceding the college term for which the scholarships are desired. A short report on the Foundation's scholarship program will appear in the March issue of this magazine.

Appointments

☆ Byron M. Smith, executive director of the Minneapolis Society for the Blind, announced in January the appointment of Frank Johnson as assistant director of rehabilitation and training, and Henry A. Daum as assistant director of administration. Continued growth of the Society's work and the current expansion of rehabilitation facilities to serve a six-state area on a regional basis has led to the appointments, according to Mr. Smith.

Mr. Johnson received his B.S. degree at the University of Minnesota and also took two and a half years of graduate work there in the school of social work. He has been with the Minneapolis Society for the Blind for thirteen years and has been supervisor of the Society's Service Department. He is past president of the Minnesota Council of Agencies for the Blind, and former vice president of the Minnesota Rehabilitation Association. He has been



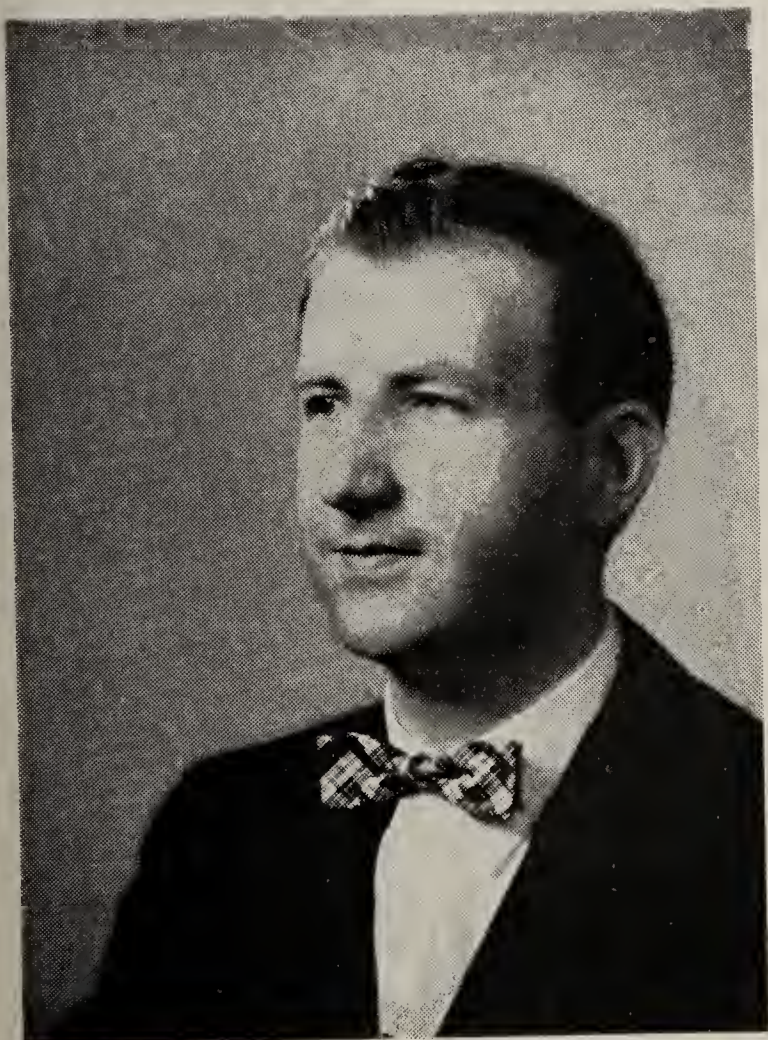
Henry A. Daum

active in the National Association of Social Workers.

Mr. Daum is a graduate of Macalester College and was in the real estate business in St. Paul before the war. He received a master's degree from the School of Social Work, University of Oklahoma, and was a probation officer in St. Paul for two years. He was assistant Professor of Sociology at St. Olaf College for three years and has been director of field activities at the Lutheran Welfare Society of Minnesota for the past four and a half years.

☆ Michael J. Shortley, former regional director of the U.S. Department of Health, Education, and Welfare for Region III, has become director of research at The Industrial Home for the Blind, Brooklyn, N. Y.

Before his retirement in 1956, Mr. Shortley was responsible for the federal aspects of the national and federal-state programs to promote and protect



Frank R. Johnson



Michael J. Shortley

health, education, welfare and economic security in Maryland, District of Columbia, Virginia, West Virginia, Kentucky, North Carolina, Puerto Rico and the Virgin Islands. He also had responsibilities in connection with civilian defense for much of the same area and some additional states.

Born in Port Perry, Pennsylvania, Mr. Shortley began his impressive career of public service soon after his discharge from the Army in World War I, when as a second lieutenant in the infantry, he saw action in the Meuse-Argonne offensive and was awarded the Purple Heart for wounds received in an attack on a German machine gun nest. After his wartime service from 1917 to 1919, Mr. Shortley directed vocational rehabilitation affairs in regional and district offices and in the central office of the U.S. Veterans Administration until 1930. In 1931 he was awarded a special citation by the American Legion for services rendered to disabled veterans.

Following research work in the coal mining industry from 1931 to 1935, he became assistant director in charge of field activities of the Bureau of OASI, Social Security Board, Washington, D. C. Here he was responsible for supervision of approximately 500 field office managers and twelve regional representatives.

After seven years of success in setting up and launching the then new federal-state program of vocational rehabilitation of the disabled, Mr. Shortley assumed his post as regional director for Region III of the Federal Security Agency which subsequently became the U.S. Department of Health, Education and Welfare. As first director of the Federal Office of Vocational Rehabilitation, he was successful in guiding the program to an increase in numbers rehabilitated each year from about 9,000 to a peak of 66,000 before retiring in 1956.

While regional director, Mr. Shortley also had policy and supervisory duties relative to old age and survivors insurance, public assistance, maternal and child health services, services to crippled children, public health services, educational activities, food and drug protection, vocational rehabilitation and federal credit unions. In many of his activities, close cooperation with state or territorial officials was a vital part of Mr. Shortley's work.

Mr. Shortley attended Duquesne University, Catholic University and the University of Texas. While a student at Catholic University he was selected All South Atlantic quarterback from 1915 to 1916 and later served as head football coach at Duquesne in 1921.

The parents of six grown children, Mr. Shortley and his wife live in Tom's River, New Jersey.

Necrology

Lucy Armistead Goldthwaite

BLIND PEOPLE AND their friends throughout the country mourn the passing of Lucy Goldthwaite, who devoted a long and fruitful life to their welfare. She died of a heart attack January 20 in St. Augustine, Florida, where she was spending the winter. She would have been seventy-eight in February.

Although born in Dallas, Texas, she spent most of her earlier years in Alabama and graduated from the Montgomery High School. In 1901 she accepted a position with the New York Public Library, and from 1905 to 1942 was head of its Library for the Blind. Here she assembled the largest and best organized collection of books for the blind in the country. Through its unusual supply of braille music and textbooks for blind students it served with distinction the whole of the United States. Through the group of volunteer braille transcribers trained by the library, college and university students were enabled to obtain in braille reading matter not otherwise available to them.

Miss Goldthwaite's enthusiasm for her work and her sincere interest in blind people made her welcome new developments intended to promote reading for the blind. She was an active participant in discussions on the relative merits of various systems of embossed printing for the blind, and a staunch supporter of the international system of braille which was finally adopted. She recognized immediately the great value of the talking book and its opportunities for bringing information and entertainment to all blind people and especially to the older and lonely blind person who might be un-

able to make use of braille as a reading medium.

To help blind people make an intelligent choice of books to be borrowed from their libraries, she was instrumental in the establishment of the *Braille Book Review*, worked to get the money for its publication, and served as its first editor. Blind people have found the short book notes in the magazine invaluable and have enjoyed the literary discussions and the biographical sketches that she selected with such care for each issue.

Miss Goldthwaite in her field was a recognized authority of national and international standing. She was for years a member of the Board of Managers of the New York State Commission for the Blind, she served for several terms as the chairman of the Committee on Work with the Blind of the American Library Association, and she was an American director of the Moon Society of the National Institute for the Blind in London, England. She was also a delegate to the World Conference on Work for the Blind in New York City in 1931.

It might be said that few people in work for the blind in the United States have been so universally loved by and also commanded such respect from all the blind throughout the country. In her they felt they had a true friend and a valiant defender whenever someone was needed to do battle in their cause.

Following her retirement from the New York Public Library, Miss Goldthwaite was employed by the American Foundation for the Blind as managing editor of the *Outlook for the Blind*, in addition to her editorship of the *Braille*

Book Review. She gave up her responsibility for the *Outlook* in June 1944, but continued editing the *Book Review* until 1951, when this responsibility was accepted by the library of the Foundation. Quotations from a letter of Helen Keller give an insight into Miss Goldthwaite's character and influence. "At a time when little or no interest seemed to be taken to orientate [the blind] in literature of a high order, Miss Goldthwaite undertook to pilot them to the best embossed books already published and to stimulate their desire for new ones. By her reviews and the choice of live comments from other magazines she tried to elevate the tastes of ordinary blind people to books which truly nourish the mind and enlarge

their facilities for overcoming limitation."

The *Braille Book Review* will remain as a monument to Lucy Goldthwaite's zeal and ability, and many honors were paid her during her life time. On October 8, 1946, she received from the hands of Helen Keller the Migel Medal for Outstanding Service to the Blind. Upon this occasion Miss Keller said, "The affectionate homage we pay you brims over in gladness when we think of all the prisoners of the dark whom you have piloted to bookland, to animation in weary hours, to the society of the wise and the heroic, sweetening even loneliness with glories which the eye cannot see and music heard only in the hushes of the Spirit."

—P. C. Potts, Ph.D.

Lotta Stetson Rand

THOSE PERSONS WHO were interested in work with blind persons as long ago as a couple of decades will be grieved to learn of the passing of Lotta Stetson Rand. She had been living with a friend in Massachusetts, and had been quite well until December 2 when she suffered a heart attack from which she died the following morning without regaining consciousness.

Miss Rand was one of the first persons trained in social work who devoted her talents to work with blind persons. She became superintendent of training and employment for women at the Massachusetts Commission for the Blind in 1908 and was a delegate to the International Conference for the Blind in London in 1914. Following the Halifax explosion in 1917, in which the sight of many persons was impaired or destroyed, she was loaned to the American Red Cross to study the needs

of these people and recommend plans for their future aid. She later went overseas on war service, also under the auspices of the Red Cross. She was executive secretary of the Special Committee for the Handicapped, appointed by the Governor of Massachusetts in 1922; then was called to Pennsylvania to serve as executive secretary of the Temporary Committee to Study Conditions Relating to Blind Persons, appointed by Governor Pinchot.

In 1925, she joined the staff of the American Foundation for the Blind, and her fourteen years of service there included many duties. Among the first was the compilation of a Directory of Activities for the Blind. She was most widely known, however, for her field service activities which took her into nearly every state in the Union where help was needed in the initiation or promotion of organized work for the

welfare of blind people. In addition to her specialized work in this field, Miss Rand had wide contacts in general social work and served as instructor in various courses for the professional training of workers. She retired from the Foundation staff in 1938.

All those who knew her and those

who have benefited from the ground-work which she laid by establishing "Weeks for the Blind" and helping to secure legislation providing statewide services for blind people, will be glad to know that her years since retirement have been happy and her end peaceful and without suffering.

Enid Griffis

MISS ENID GRIFFIS, at one time associate editor of the *Outlook for the Blind*, died in White Rock, British Columbia, on December 31, 1956, at the age of sixty-two.

A native of St. Catharine's, Ontario, Miss Griffis was woman's editor of *The Calgary Altertan* and for two years a reporter on the *Montreal Gazette*, before going to New York. From 1923 to 1928 she was secretary to the School of Journalism, Columbia University. In the literary field she was a book editor, and became known as a writer of both articles and short stories. Her

work appeared in many national magazines and in newspapers.

Coincidentally, it was during the time that the *Outlook for the Blind* was edited by Miss Lucy Goldthwaite, whose death also is noted in this issue, that Miss Griffis became one of the associate editors, in September 1944. She remained in that capacity until December 1946. She had joined the staff of the American Foundation for the Blind in 1937, as assistant to Dr. F. Fraser Bond, director of publicity.

She had made her home in White Rock since 1948.

CHANGES IN MEMBERSHIP OF WORLD BRAILLE COUNCIL

THE WORLD BRAILLE Council has announced the names of three new members who will fill vacancies caused by the expiration of membership terms.

The new members are Halvdan Karterud, representing the European language area; José Esquerra Berges, the Spain-Portugal-Latin America language group; and Cyril Tun Yin, the south-east Asian languages. These members replace John Jarvis, J. Pardo Ospina and Professor Fang-Kuai Li, respectively.

Council members serve for terms of three years. Miss A. H. Watney succeeded Miss Lois Yarrow in 1955 as the Council's secretary.

Organized by UNESCO in 1951 and now a subsidiary of the World Council for the Welfare of the Blind, the World Braille Council continues to deal with various problems affecting the braille systems of the world, designing new systems for languages not yet provided for and planning further expansion of braille music.

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: NEW OUTLOOK FOR THE BLIND, 15 West 16th Street, New York 11, N. Y.

POSITION OPEN: Counselor with agency offering service to preschool blind children and their parents in Georgia. Position entails individual work with young blind children and parents; correlation of services with other agencies; community contacts. Qualifications: graduation from an accredited school of social work, with a minimum of three years' experience working with parents and young children in social work, preschool education, or closely related field. Salary: \$350 to \$400 per month. Write Mrs. Mary Marsh, Director, Foundation for Visually Handicapped Children, Inc., 1106 West Peachtree Street, N. W., Atlanta, Ga.

POSITION OPEN: Home teacher wanted by Connecticut State Board of Education of the Blind. Position is open to a blind woman, a college graduate with home teaching certification, independent travel ability, training in personal adjustment techniques and social work objectives. Salary: \$3120 to \$4560 with annual earned increments. State car and driver provided. This is a challenging position in an expanding program. Write Mrs. C. Arnold Anderson, Supervisor of Home Teachers, State Office Building, 165 Capitol Avenue, Hartford, Conn.

POSITION OPEN: Caseworker, to obtain financial data, prepare budget estimates, determine eligibility and extent of need of applicants and recipients of aid to the blind. Case load in rural area. College graduate required. Salary \$3180-\$4080. For further particulars write to Delaware Commission for the Blind, 305 West Eighth Street, Wilmington, Del.

POSITION OPEN: Man with experience in broom-making to take over foremanship of large mid-west shop for the blind. Wonderful opportunity for man who understands the business and can work well with people. Write giving qualifications and salary requirements to Aubrey F. Welle, Plant Superintendent, St. Louis Society for the Blind, 2315 Locust, St. Louis 3, Mo.

POSITION WANTED: 1956 graduate of North Dakota State Teachers College, Minot, B.S. in elementary education, seeks teaching position in second, third or fourth grade in a school for the blind. *New Outlook*, Box 3.

POSITION WANTED: Partially sighted male, 23, single, B.S. in history and social studies. Eight months' working experience; presently employed as travel instructor. Attended the IHB-OVR course of professional training in the rehabilitation of the blind, 1955-56 session. Qualified in the following areas: industrial placement, physical orientation, foot travel, recreation, and vocational guidance and counseling. Personal data and references upon request. Write George P. Whitworth, P. O. Box 17, Talladega, Ala.

POSITION WANTED: Legally blind male, over 28, B.A. in psychology, minor in sociology, wishes position as rehabilitation counselor, adjustment training instructor, or related work. While working for M.A. in vocational rehabilitation completed initial IHB-OVR training program, specializing in adjustment training and placement. Work experience: training and supervising personnel; group work. Write Ben Snow, 68 Rose Street, Bridgeport, Conn.

POSITION WANTED: Male, thirty-six years old, blind, excellent travel ability, AB degree, social science major, two and a half years' experience industrial placement and counseling, excellent knowledge of vending stand programs. Qualified as adjustment counselor in rehabilitation center; industrial counseling and placement; vending stand program supervisor; or travel teacher. Desire position in progressive agency with opportunity for advancement. Write Box 4, *New Outlook for the Blind*.

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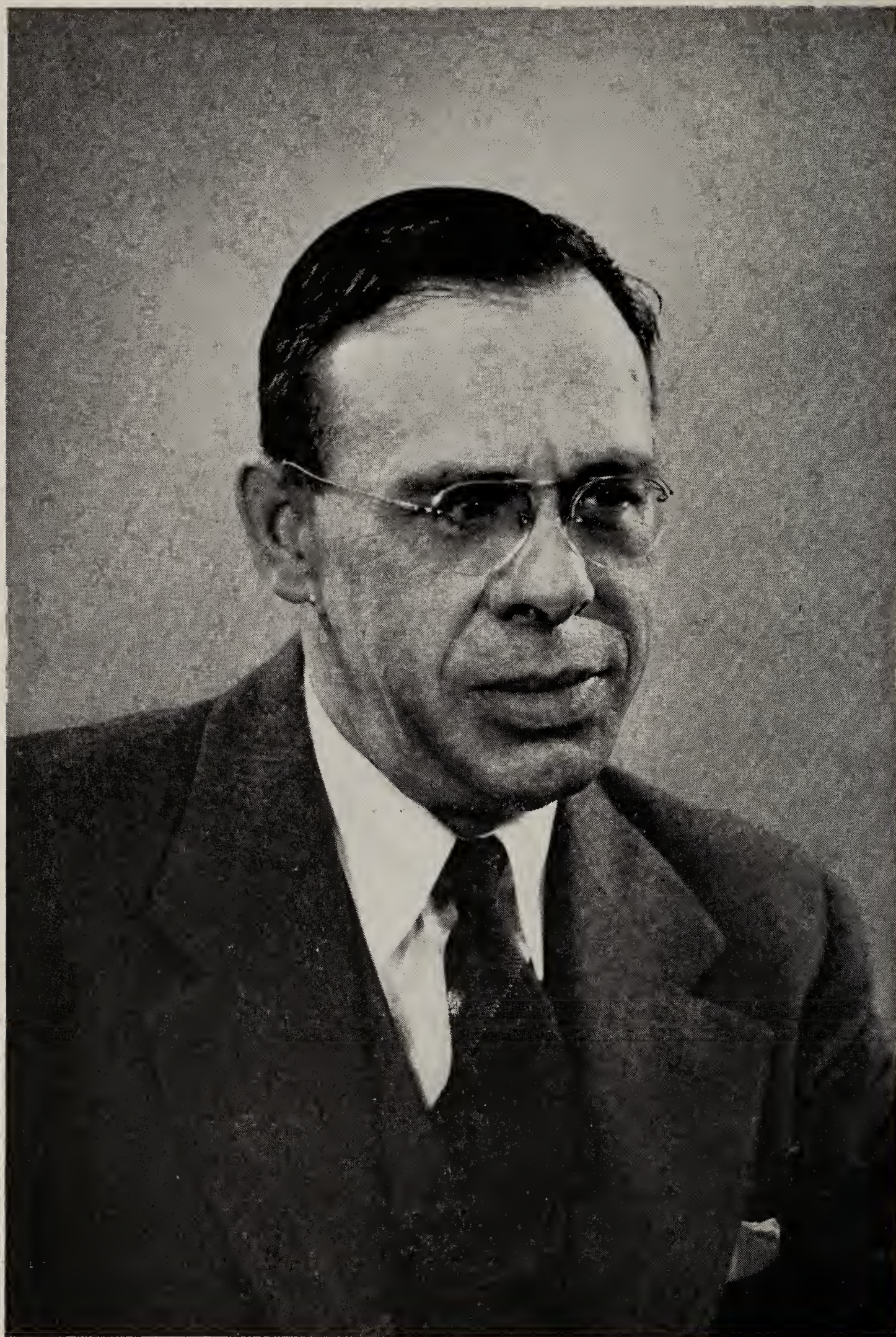
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Alfred J. Allen, 1901-1957

Alfred J. Allen

In the last stages of preparation of this issue word is received of the passing of Alfred J. Allen, on the morning of March 6, 1957. He had been in serious ill health since last July.

Mr. Allen was born in Richmond (Surrey), England, on March 12, 1901. After his education in the London schools and the University of London he entered the British Civil Service, and during World War I he entered the Royal Navy. Following the war he was associated with commercial and banking houses in London, South Africa and Australia.

In 1921 he came to the United States, and was living in Winnetka, Ill., when William A. Hadley was planning the opening of the Hadley Correspondence School for the Blind. He offered assistance as a volunteer, and after a period of volunteer service, became executive secretary, and later the director of that school.

After twenty-three years at the Hadley School, Mr. Allen was appointed assistant director of the American Foundation for the Blind in October 1944, which position he retained until his death. A member of the American Association of Workers for the Blind since

1923, he was its conscientious secretary-general since 1939.

Mr. Allen was active in numerous phases of work for the blind, and was a member of many area, national and international committees of specialized nature in this field. He attended the 1954 meeting in Europe of the General Assembly of the World Council for the Welfare of the Blind and of the International Conference on Braille Music. In April and May of 1956 he attended a European seminar on rehabilitation of the blind, and in July of 1956 he was enroute to a conference in London as a member of the American Joint Uniform Braille Committee meeting with a British committee when serious illness overtook him, and he was unable to participate in the meetings.

Surviving are his widow, Margaret; three sons, Brother Donald of the Roman Catholic Brothers of the Holy Cross, Richard J. and Bruce Allen; three daughters, Mrs. Theodore J. Lodge, Mrs. Robert Hassenauer and Miss Muriel Allen; two brothers, four sisters and five grandchildren.

A more complete appreciation of Alfred Allen will appear in the *New Outlook* next month.

WORKSHOP ON PRESCHOOL BLIND CHILDREN

"Cultural Factors in Disability" and "Parental Reactions and Attitudes Toward the Blind Child," by Horace D. Rawls and Rachel F. Rawls (Mrs. Horace D.) respectively, are papers presented on the following pages as read at a workshop for caseworkers of the North Carolina Commission for the Blind, in January. Miss Christine Anderson, director of the workshop, gives the following background for the workshop and outlines the areas the sessions covered.

Introduction

For several years our social service division (thirty-six caseworkers, six field supervisors, and the state director) has placed great emphasis upon casework services with the preschool blind child and his parents. We have stressed the importance of family-centered casework, and our efforts have been directed toward helping and encouraging parents in taking responsibility for motivating their child to develop as normally and naturally as possible; in helping them realize the similarities between the blind child and the child who sees; in helping them develop within themselves a feeling of adequacy as parents; and in helping them particularly in the area of anxieties and fears as to what the future may hold for their child. We find that even the most adequate parents require special help in special areas, and that so much depends upon the parents' adjustment to the handicapped child, which to such a great degree determines the child's adjustment to his handicap, to his family, and to the world about him.

We have found that parents can accept and maintain a better relationship through the continuous efforts of one professionally trained person, rather than through a number of persons who may be anxious and willing to offer help; and that it is essential that this help not only be on a continuous basis, but to be of greatest value must be provided as the need arises. We feel that there is some value in an occasional institute, where parents may have the advantages of group sessions where medical consultation, psychological or emotional development discussion, educational guidance, play therapy, and supervised care of children is provided in a residential setting. One of our most positive developments, however, has been in developing the interest of parents to create their own groups which meet regularly for discussion of their problems, sometimes among themselves, and at other times with some special speaker. The caseworker gives any needed guidance in helping to plan the meetings, and always attends them.

Our workshop on the preschool blind child was planned as a part of the in-service training for our social service staff, and our thinking and efforts were directed towards improving our own understanding and skills. It was with these purposes in mind that we mutually explored facts, pooled experiences, and discussed our specific problems and possible solutions with persons from several disciplines who have had special training and actual experience.

Since a thorough knowledge of child growth and development, and of a child's needs, is so basic to any counseling of a parent of a young child an entire session of the conference was devoted to discussing this important subject, such as the nutritional needs of the child. Among matters discussed were problems in eating, toilet training, discipline, and other related problems which the parent encounters that are not necessarily present because of the child's blindness, as so many parents think.

From basic normal development we moved into a discussion of deviations such as the eye diseases most common among young children, the multiply-handicapped child, cultural and social factors in disability, psychological development of the blind child, specific needs of the blind child, behavior problems and how they may be handled, planning an educational program, and preparing the child for school.—*Christine Anderson.*

Cultural Factors in Disability

HORACE D. RAWLS

THOUGH THE TERM *culture* has achieved an important status in the social sciences in recent years, it is used somewhat less frequently in the applied fields of public welfare, public health, and rehabilitation and its import implications for these fields are all too frequently not appreciated. Culture begins to exert an influence in infancy and continues throughout the life cycle. The term includes those material objects and patterns of behavior, created by man, which a group has in its possession. For the purposes of this paper, then, culture exists at two levels: (a) the material level and (b) the behavioral level.

It is quite easy to demonstrate the relationship between material culture and disability. By way of illustration, in those societies which do not have prosthetic appliances, orthopedic disabilities cannot be overcome as they can in our own society. Again, the absence of eyeglasses in a society condemns to partial blindness a large portion of its members who are capable of having perfect or almost perfect corrected vision. Unfortunately, vast num-

bers of persons live today in societies which do not possess even such simple objects as these.

The relationship between material culture and disability in the above illustrations are clear-cut and direct. We should also consider, however, some indirect relationships. Transportation facilities, while of importance to all members of a society, may be of inestimable significance to the paraplegic, the totally blind, or the person with a weak heart. Certain media of communication, notably the radio and phonograph, have had profound influence throughout American society but they have literally opened new worlds to the totally blind. As one example, note the value of talking books in educational programs. In fact, the entire material culture of a society provides a setting against which the disabled person must be studied and disability can be fully understood only in terms of this setting.

While the behavioral level of culture is perhaps more important than the material level from the standpoint of disability, an understanding of patterns of behavior is more difficult to achieve than an understanding of material objects created by man. By the expression "pattern of behavior" is meant an established, customary, expected way of thinking, feeling or acting which is carried on in common by a number of people. In fact, the term *custom* means just this; i.e., a shared habit or a group habit. These patterns of behavior have at least two characteristics, therefore:

Mr. Rawls is an assistant professor in the Department of Sociology and Anthropology at North Carolina State College, and serves as psychologist on the State Commission for the Blind. He is rehabilitation counselor for the Division of Vocational Rehabilitation, North Carolina Department of Public Instruction, and assistant director of the veterans guidance center at North Carolina State College. His B.S. and M.S. degrees were received at the latter college, and he has done graduate work at the University of North Carolina and at Duke University.

first, they are habits, which means that they are learned; and second, they are shared, which means that they are forms of behavior engaged in by a number of persons and not unique traits of specific individuals.

Begging will serve as a definite, though extreme, illustration of the relationship between the behavioral level of culture and disability. In some societies, and in our own society in the past, disabled persons were expected to beg for their means of existence. Where begging is an expected pattern of behavior both the disabled and non-disabled come to accept this as the correct way to take care of disability. In fact, begging sometimes assumes such an important place in society that it takes on the character of an institution and actual associations of beggars are established such as those which flourished in England in the eighteenth and nineteenth centuries. When begging achieves this stage of development it takes on the character of a profession and the expression, "the art of begging," can be accepted in its literal sense. The state of North Carolina is indeed fortunate that its social agencies have made street begging almost non-existent within its borders.

How is disability looked upon and how is it dealt with by the members of a society? This depends, to a large extent, upon the culture of the society. Some societies look upon their crippled, their deaf, and their mentally diseased as being possessed by evil spirits. On the other hand, some societies reserve places of honor for persons with handicaps. Many *shamen* or priests in primitive societies suffered schizophrenia, epilepsy, or some other mental condition. This is believed to be a manifestation of divine grace or the presence of a powerful spirit, and in a trance state the individual is believed to be in communion with great supernatural forces.

Contrast both of these conceptions with the rapidly growing scientific attitude in our society, which looks upon disability as a form of natural illness which is to be treated, compensated for, or if possible, prevented.

The actual techniques for dealing with the disabled also vary from society to society. In some cases the deformed, the aged and the infirm are simply done away with. The classic example of a society following this procedure is, of course, Sparta in ancient Greek civilization. Many primitive tribes employ magic and witchcraft in attempts to either cure the disability or prevent the "possessed" one from bringing harm to others. As recently as the last century, the mentally ill in our own society were placed in prisons, chained to walls, thrown into dark cells and so forth, as methods of treatment.

At this point, the reader's attention should be called to the fact that material and behavioral culture are so closely related that it is often impossible to speak of a pattern of behavior without indicating various material objects which are involved in its execution. Thus, "walking on crutches" is a definite pattern of behavior associated with many orthopedic disabilities, but the crutches, so necessary to the performance, are equally definite material objects. It is to be noted that in this illustration material objects and behavioral culture are dependent on each other: i.e., walking cannot occur without the crutches and the crutches are meaningless without the learned behavior pattern of placing them under the armpits, allowing them to support the body or a portion of it, and shifting the weight from one crutch to the other and literally dragging oneself along in a form of locomotion. Though this illustration is obvious to anyone reared in western civilization, the use of these instruments is far from obvious to a

person who is totally unfamiliar with the type of crutch described above. In short, the disabled person must be viewed not only against a material cultural setting but he must also be viewed against a complex background of material objects, usages, and general patterns of behavior.

Effects of Cultural Change on Disability

To the characteristics of behavioral culture mentioned above (i.e., the habitual, learned aspect and the shared aspect) an additional characteristic, applicable to both material and behavioral culture, must be added. This is the characteristic of change. Implied in some of the illustrations drawn from earlier periods of American culture, one of the most important considerations of culture is the fact that it is constantly changing. American culture today, in 1957, is not the same as the culture of 1776 or 1900 and it is not the same as the culture which will exist in 2000. The complex arrangement of material objects and patterns of behavior which we have been discussing is made more complex by the fact that it is constantly changing and in our times it is changing at an extremely rapid rate.

To illustrate the importance of cultural change for persons with disabilities and for those who work with disabled persons we can confine our attention to the practice of medicine and its results on the rate of disability. A fascinating account of the level of medical practice in the early days of the American nation and a description of some of the disabilities which afflicted the father of our country is given by Dr. Rudolph Marx in the *American Heritage Reader*, published recently.* Bleed-

ing, which was believed to free the body of impurities, the use of blisters, designed to draw infections to the surface, and the administration of harsh laxatives and emetics just about covers the range of medical practice in 1799. The following quotations from Dr. Marx's article describe the treatment of the first President of the United States during his last hours:

"A loathsome mixture of molasses, vinegar and butter was offered to Washington but he could not swallow a drop...

"The overseer . . . took a pint of blood from Washington, but there was no relief. Colonel Lear next applied 'sal volatile,' the menthol-vapor rub of the time, to the throat of the sick man . . . A piece of flannel saturated with the same evil-smelling salve was wound around his neck, and the feet bathed in warm water, all to no avail.

". . . Dr. Craik . . . applied a blister of Spanish flies (derived from dried and powdered blister beetles) to the throat, took some more blood, and prescribed a gargle of vinegar and sage tea. He also ordered vinegar and hot water for steam inhalation . . . at eleven o'clock the bleeding was repeated but the difficulty in swallowing and breathing did not improve . . .

Next ". . . a whole quart of blood was taken this time and it was observed that the blood came 'slow and thick,' the effect of dehydration.

"To add insult to injury, the laxative calomel, and the emetic, tartar, were administered, weakening the patient still further . . .

". . . The poly-pragmatic senior physicians continued their futile measures by applying blisters and cataplasms of wheat bran to the legs and feet of the dying patient . . ."

It is generally believed now that Washington's death was caused by streptococcus infection of the larynx. With present methods of treatment it is very unlikely that he would have died from his illness.

We do not have to go back this far in American history, however, to perceive the enormous changes that have been taking place in American medical

*Marx, Rudolph, "A Medical Profile of George Washington." *The American Heritage Reader* (New York: Dell Publishing Co., Inc., 1956). pp. 34-37.

science. Most adults in the United States today can recall the introduction of the sulfa drugs and penicillin which reduced pneumonia from one of the greatest killers to a relatively minor illness. Of course, the reduction in the communicable disease rate has been partially responsible for the greater life expectation in the United States today, and the consequent increase in the proportion of persons who are subject to degenerative diseases such as heart disorders and cancer. Likewise, the reduction in infant deaths probably has meant the preservation of persons with disabilities who could not have survived under more primitive conditions. On the other hand, it is quite probable that modern control of illnesses in childhood has greatly reduced the number of disabilities resulting from such contagious diseases as scarlet fever.

The time perspective developed through a consideration of cultural change can be of great use to people dealing with disabilities. A comparison of methods and techniques in use today with those in use (or completely *in absentia*) at an early period can give the overworked, discouraged caseworker, rehabilitation counselor, and clinical psychologist a much needed boost from time to time. For example, the North Carolina Commission for the Blind, which has served as a model for many states in their work with this particular disability, employs methods and procedures which were undreamed of a century ago. In the middle of the last century blindness was generally considered an affliction about which nothing could be done, and organized efforts of a constructive nature were in their infancy.

On the other hand, this same cultural time perspective should make us aware of any deficiencies in our present methods and procedures. These deficiencies may occur at two levels: First,

there may be available scientific knowledge and skills, as well as technical devices, which are not being made use of for various reasons. In other words, a "lag" may exist between practice and scientific theory and knowledge because of limited finances, limited numbers of persons with adequate educational backgrounds, or antagonistic attitudes on the part of the general public. As an illustration, almost all psychologists would agree that an increased number of well equipped and staffed mental hygiene clinics in North Carolina would be a great boon to the sizable proportion of the state's citizens who suffer from mental illnesses, particularly young children in the formative years when such aid could be of most help. However, the necessary money has not been appropriated for this purpose; there is a great limitation of adequately trained psychologists in North Carolina, and, in many instances, the public is either indifferent or hostile to "indulging" people with psychological complaints.

Second, there may be deficiencies in our present methods and procedures which can be overcome only through research; i.e., deficiencies resulting from lack of scientific knowledge and skills and technical devices. To use medical science again for purposes of illustration, poliomyelitis has for many years been a major source of orthopedic disabilities producing crippling in childhood and residual effects throughout life. With the development of the Salk vaccine it is hoped that the incidence of this disease will be greatly reduced and will also result in a significant decrease in the number of children crippled by the disease. In the field of psychiatry a quiet, but profound, revolution is taking place in the treatment of mental disease as tranquilizing drugs are perfected and used ever more extensively. Fundamental sociological re-

earch on the life cycle and the processes of aging, including study of old people as well as children, points to the possibility of an entirely new conception of, and approach to various age groups in the near future. These striking developments all illustrate the need for expanded programs of research in all areas of disability and increased study of all conditions capable of producing handicaps.

Role of Culture in Client's Life

In concluding this discussion of cultural factors in disability, the relationship between culture and work with disabled persons should be taken into consideration. There are at least three elements in this relationship: First, the caseworker or rehabilitation counselor must consider the role of culture in the life of the disabled person. Many difficulties encountered with blind, deaf, crippled, or otherwise handicapped persons lie not so much in the disabilities themselves as in the cultural influences which have been exerted upon these individuals throughout their lives, beginning in the preschool years. If the prevailing patterns of the culture are to the effect that blind people are helpless and are incapable of any gainful employment, blind persons themselves are apt to have such attitudes and then the worker's problem is no longer solely that of assistance in overcoming the disability, but largely that of affecting personality change. When work is begun with the very young such attitudes can be prevented. It is necessary in work with disabled persons to consider their cultural backgrounds, which vary according to sex, region, or class of society. A man who has farmed in North Carolina for fifteen years is not likely to respond favorably to training in interior decoration and placement in New York City,

to use a rather facetious example. Regardless of his "original talent," his cultural background simply does not dispose him to an urban and artistic occupation except under very unusual conditions. Again, a person with arrested tuberculosis, coming from an environment which is deprived of many cultural assets (books, musical instruments, education, and so forth), constitutes a much less flexible case for rehabilitation than does the individual whose rich cultural background provides many avenues for development. In this case, cultural limitations are far more important than is the physical condition of tuberculosis.

Role of Culture in Worker

Second, the person working with disabled individuals should be aware of his own cultural background. To what extent does the caseworker or the rehabilitation counselor project his own cultural biases upon his client; namely, to what extent does his cultural background prevent him from viewing his client objectively? In our culture youth and the competitive spirit are much prized and emphasized. These traits will, therefore, probably be considered important by the person working with disabled individuals because he, himself, has been conditioned by his culture. However, these two traits, among many others, may be impossible for persons with certain types of disability to possess. The middle-aged person with a heart condition, for example, cannot be expected to compete to the extent of a younger person in peak physical condition. Does this mean therefore, that he is to be an object of pity, or can he be assisted in achieving a productive, valuable status in society? A knowledge of culture should aid the worker in seeing his client in a broader perspective and should enable

him to devise new patterns which the disabled person can learn and engage in effectively.

Role of Culture in Society's Attitudes

Third, those cultural patterns prevailing in society which appear in the form of public attitudes and opinions must be taken into account in planning programs for disabled persons. Caseworkers and rehabilitation counselors must continually consider the public relations aspects of their work. Rehabilitation workers are well aware of the difficulties involved in changing the attitudes of employers concerning the hiring of disabled persons. The best planned program will be of no avail if it does not have public support.

By way of summary, there are always cultural factors in disability. In some instances these factors may actually transcend in importance the disability itself. An elementary appraisal of American cultural history shows the enormous change in the status of disabled persons which has accompanied tech-

nological developments involving both material and behavioral culture. When we see the results of changes in culture, however, we are led to wonder if we are utilizing our knowledge and skills to their fullest extent and we can only guess what the methods and skills of the future will be as expanded research programs contribute to the development of scientific knowledge and theory. Finally, persons working with the disabled must recognize not only their own cultural backgrounds and those of their clients, but they must also be aware of public sentiments toward programs for disabled persons. In addition, the younger the disabled person is the less has culture exerted an influence upon him, and consequently the chances for directing his behavior in desirable ways are greater. Programs for the disabled should, ideally, begin in childhood and preferably in the preschool years. While this is a large order, the writer feels that use of the cultural approach is essential for the most effective treatment of disabled persons.

Parental Reactions and Attitudes Toward the Blind Child

RACHEL F. RAWLS

WHILE CHILDREN of preschool age who are blind either as the result of congenital conditions, illness or accident seldom experience any great emotional upheaval because they cannot see, the same is not true of the parents of these

children by any means. At the same time the parents' attitude is reflected in the child's life in preschool, school and adult years. The attitude which he imitates from those around him can be the biggest single factor in adult adjustment, either successful or unsuccessful.

Let us consider first of all the types of attitudes we commonly find among parents. One study quoted by Dr. Lowenfeld* breaks down parental atti-

Mrs. Rachel F. Rawls is a psychologist and counselor at the North Carolina State School for the Blind, at Raleigh. She has been a teacher at the same school and in the public schools of her state. Her A.B. degree was received from Meredith College, and she has done graduate work in her specializations at North Carolina State College.

* Lowenfeld, Berthold, *Our Blind Children*. Springfield, Ill.: Charles C. Thomas, 1956.

tudes into the following patterns, and this seems to be a logical point of departure for our discussion.

First, we have that most desirable attitude on the part of parents, acceptance of the child and his handicap. This implies that the mother and father take the child as he is, recognize his blindness as an existing condition, make the necessary physical and mental adjustments to it, and consider this boy or girl as a total child including the handicap. With this attitude on the part of the parents it is easy for them to look on this child's guidance toward normal growth as the same kind of challenge any other child's care presents. The necessity of appealing to the child's other senses in teaching him is an interesting part of being with the child. It means that the mother or father include the child in all family planning whether it be trips or chores so that the consciousness of the child's lack of vision on the part of the other children and the child himself is not acute. Well-rounded blind children will have to have some special opportunities, but it is necessary to hold up for them standards suited for them—standards calling forth the best from each individual child. This does not mean that the child needs special privileges as compared with others in the family, for this excludes the child as effectively from family life and normal giving and accepting as does neglect.

Parents who can first accept the child and then his handicap build in him a sense of inner security that gives the background necessary for the trials and problems he will face as he grows up.

Second, we have some parents who deny the effects of the handicap. They interpret the statement that a child with a visual limitation can be "just as good" as a child with normal vision to mean that he can be "just as good" in identically the same way. These

parents tend to demand perfection in all efforts the child makes. No child can measure up to such a demand. It is both unrealistic and unhealthy to deny that blindness demands some adjustments. These adjustments do not make for inferiority but they do mean some differences in treatment—just as any two children must be treated differently in some ways. By demanding that the child be just like a seeing child, usually outdoing the seeing child is necessary in the minds of the parents. A child can sometimes be forced into a high level of achievement in some areas this way, but it exacts a great toll on the child's personality. The boy or girl senses the underlying feeling that the parent cannot love a blind child and knows he must force himself to be what he is not, to be really accepted by the parent. It also teaches him at the same time to undervalue his own real world and he begins to substitute a verbal facility about things he does not know from his own experience for the real experiential work that is his. The evils of this are limitless in that poor mental habits are built up that are a constant handicap, worse than blindness, but which go unrecognized as the source of the problems he faces.

The third category, overprotectiveness, usually comes about from the feeling of the mother or father that they must "make up" to the child for his blindness—consequently they must protect him from it. This overemphasizes the blindness which, after all, is only one part of the child. Overprotectiveness actually does the thing which it seeks to avoid—it makes the child extremely conscious of his lack. What is worse, the overprotective parent denies the child the thing he needs most in life—the chance to learn. In trying to give everything, the most fundamental gifts are withheld—the opportunity to know for oneself, the chance to believe

in oneself as an individual, the feeling of really belonging to the group.

Those of us who have worked with blind children have seen many overprotected children who gave every evidence of being mentally deficient. This is a pseudo-deficiency that is rapidly overcome once the boy or girl gets into an environment where stimulation to development is present. If this opportunity is denied too long, however, the incentive to grow is much lessened. It is also rather sad to note that some of these children never seem quite to make up the gap in reaching the level of boys and girls who did have the chance in preschool years to learn to use their hands and their minds to the best of their ability as they went along.

Without being conscious of it as a rule many overprotective parents are extremely selfish. It satisfies their own need for the child to be very dependent on them, and they are unwilling to forego the satisfactions this gives them by helping the child grow up.

Fourth, disguised rejection of the child because of his blindness or some other factor is often difficult to distinguish from overprotection. This is true for two reasons: (1) the parents sense their own dislike for the child who is blind and try to make up for it by overdoing the coddling and protecting of the child; in this way it is possible to hide even from themselves the real feeling for the child. And (2) the parents find it much easier to do things for the baby than to teach him to do things for himself. It takes a good deal less time at the stage when the little boy or girl should be learning to eat solid foods and use a spoon for the mother to continue to spoon food into the child's mouth without giving him the chance to do it; it is less messy and gets the child fed in much shorter time.

When a parent unconsciously rejects his child, he may stress the effects of

blindness and maximize the difficulties and disadvantages. By so doing the parent can excuse himself for the lack of acceptance of the child.

Fifth and finally, we have some parents who openly dislike the blind child and make the child feel as unwanted as possible in the home. The dislike may not be expressed in actual physical maltreatment, but the child is continually pushed into the background and neglected. This dislike may arise from a sense of shame or other causes. The effects of this treatment are quite obvious, and we shall not dwell on them. No child can behave normally when he must cope with positive rejection within the home, and his growth and development are adversely affected.

Why do parents have the negative feelings which we have mentioned? Let us consider some of the causative factors.

Ignorance

Most parents who have a blind child face a traumatic experience and their reactions to it will vary. In spite of all that has been said and written about blindness and about the possibility of normal life with this particular handicap, most people consider its limitations insurmountable. Mothers and fathers who have either no acquaintance or little acquaintance with blindness are facing a situation shrouded in ominous mystery. They assume that the child will always be almost helpless, and they attribute to the baby all the feelings of deprivation they would experience if they were suddenly blinded. It is a severe blow to all the bright hopes and dreams they have had—the worst of the fears that the mother had when she undressed her child in the hospital for the first time to see that this baby really was all right has been realized.

Most people have heard of a few

outstanding blind adults, or have read about someone like Helen Keller, but these lives seem so remote from the tiny baby they are caring for. They have perhaps seen a blind street musician or two which is not very consoling to them.

Ignorance, then, lies at the basis of much of their reaction pattern. Many parents, sincerely devoted to the real well-being of their baby, simply lack the knowledge of what a child should be learning to do for himself. In a commendable eagerness to avoid unnecessary pain on the child's part they overprotect and overindulge the baby.

Religious Views

Religious influences also enter into the reactions of parents. For men and women with strong church ties in more enlightened denominations religion is a great source of comfort, and helps the parents accept the child and his condition without the heartbreak that so often accompanies the realization that the baby is not perfect. Among our less well-educated people the feeling that blindness is the result of sinful acts is by no means obliterated. Some of the more fanatical sects may even give positive voice to this pronouncement. It then becomes difficult for a parent to accept and love that child who is a walking announcement that the parent is guilty of some wrong-doing. This is particularly true if the parent really accepts this belief himself, and consequently, feels that his sins have blinded his child. Shame and fear complicate the parent's acceptance of the blindness.

Even when parents do not feel that any sin on their part has resulted in the blindness of their child, they may have guilt reactions. When the condition is congenital the mother or father may feel that poor heredity caused this, or that lack of care of the mother—

some commission on her part—created this unfortunate situation. In some cases, of course, this may be the real cause of the child's blindness, but the burden of guilt is not going to help make the parent accept the child and his condition with a great deal of ease. Here the mother or father may really feel that everything must be done to make up for causing the child's blindness.

Anxiety

Parents of premature babies face many special problems after having experienced a very difficult and traumatic crisis. There is usually considerable anxiety over the survival of the mother when a baby arrives prematurely. The mother and father are deprived of any opportunity to handle the baby for a long period of time while the needed special care is given. It may be weeks after the mother leaves the hospital before the baby may go home, and this creates a difficult psychological problem for many women.

Attitudes of Relatives

The reactions of other relatives to the child's blindness is a factor in creating acceptance of the child and his handicap, rejection of the baby, overprotectiveness, etc. If the grandmothers or grandfathers continually interfere, criticize and wish to overprotect and overindulge the blind child it makes the situation very difficult for the parents to handle. For the sake of good relations at home, because they mistrust their own judgment, for fear of the upheaval if something untoward (such as a spill that broke an arm or leg) might be ascribed to carelessness, the baby's father and mother may be less inclined to allow the baby the necessary room for growth. From the mothers who have attended our summer conference we learn that to many

parents this is a very real problem. Here casework service may need to be extended to the whole family group in order to help interpret the child's needs to others besides the father and mother. Great tact and care must, of course, be exercised here.

Attitudes of Physicians

Doctors may hinder the mother's and father's adjustment to the child's blindness. Here, again, we learn from mothers who have talked with us that those who suffered the initial pain of being told bluntly the truth actually achieved a quicker acceptance of the child's condition with less prolonged anxiety than those mothers who were fed the information bit by bit and lived on false hopes. This should not be considered a criticism of doctors for many of them are unable to state categorically that such and such a condition will never yield to any kind of treatment. It would be both foolish and erroneous to do so; however, when the facts are withheld through a desire to protect the mother from pain, it seldom serves this purpose. It must be remembered, too, that parents seize on every little loophole for their child and pin much more faith on some hint the doctor may have mentioned than his words could ever justify. Nevertheless, the ophthalmologist and the pediatrician can sometimes help the mother and father to realize that even if something is going to change the child's blindness in six months' time, the child cannot be wrapped up and stored in a closet for this period and consequently he should be given a chance to grow and develop as he is at the present—a blind child.

Many parents have postponed necessary teaching from year to year in the hope that eventually help will come and it will not be necessary for the little boy or girl to learn to do these things while he is blind. Even if this is

true, when he attains normal vision he will be severely handicapped still by the things that he did not learn at the time he was ready to learn them, and by the inaction to which he has become accustomed which is, after all, not very different in the blind child than in the seeing child.

Sources of Help for Parents

What can be done to help the parents develop positive reactions and attitudes and overcome negative ones? First of all it usually helps to face our real feelings. Oftentimes the mother and father may be aware of their feelings about the child which are unfavorable but may still be unable to change the way they feel.

Getting help in facing the problem is one positive step that parents who accept the child and his blindness with calm usually take. Sharing the burden helps a great deal.

To some mothers simply acquiring more information about blindness, greater knowledge of what to expect from their child, etc., is enough to make it possible for them to proceed to make the child's preschool years happy, secure, and profitable for him. This help the mothers may get from caseworkers, from books and from contacts with mothers of other blind children. (This last, by the way, is one of the most helpful things many women can have. It gives them a person to talk with who understands the problems faced not as a professional worker, however valuable, but as another individual who has had the same experience.)

For the mother who is very tense about the situation and who consequently is often overprotective because of her fears, guidance and talk and sharing of knowledge may help her to relax and enable her to actually face the condition realistically. If the anxiety and tension are very great additional

help from doctors, psychiatrists, mental health clinics, etc., may be needed. This great degree of anxiety seldom springs simply from the fact that the mother has had a child who is blind; and the relief from this symptom may hinge on the readjustment of the parent's personality in terms of most life stresses and strains.

It might be mentioned here that it cannot be assumed that because one or both parents of a blind child are blind themselves they necessarily understand this particular child. In some cases they may simply repeat every error that was made with them in unconscious imitation, just as we all do. In some cases the blind parent may be overeager to compensate for what he or she did not feel was good in his own background, and go to another extreme. Finally, a parent who has not made a good adjustment to his or her own handicap cannot be expected to pass on healthy attitudes to the child.

It is, as was mentioned earlier in this discussion, of tremendous importance to the future well-being of the child to have him accepted in a warm, loving, positive relationship by the mother and father. The evaluation the child will place on himself will be that of the parents. If they have always accepted him and treated him as a capa-

ble child who is quite a normal child—for after all he is a normal child in spite of his sensory deficiency—who is expected to live up to the best he as an individual can do, he has no difficulty accepting the attitude that he will take his place in the adult world as a functioning member of the community. If, on the other hand, he has come to feel that he is inferior because his parents feel so, he may be inferior in terms of doing what he could otherwise have done. He may express himself in the most overbearing manner but he will still be plagued with a nagging sense of being unlike and consequently inferior to others who do not happen to have his particular deficiency.

The child's acceptance by his brothers and sisters will depend on the acceptance of the mother and father. The extended family, too, will in many instances take their cue from the mother and father in dealing with the child. Friends' acceptance, too, will come often from the way the mother and father deal with the boy or girl. It may be hard to put your viewpoint across to so many people, but it is basic that parental attitudes be healthy in order to surround the child with an environment in which maximum growth and development may take place.

A CONTINENT AWAKES

South America's Developing Program for the Blind

CLARA LANGERHANS

SOUTH AMERICA is known to the average person as the land of exotic birds; glamorous, romantic tropical nights; fierce, mysterious mountains; and a land of music and glamour. Yet that is only the facade. It is all that but it also is a continent with large, unexplored territories, widely scattered population centers, primitive Indians, with the contrast of a sophisticated European culture. There are vast undeveloped natural resources, with medieval serfdom prevailing in rural areas. Ultra-modern buildings accentuated by neon signs advertising the latest electrical appliances are seen everywhere in the cities. It is a continent with complicated social insurance laws, extreme wealth and dire poverty. For the most part these lands were settled not for a better way of life with religious and political freedom, as was North America, but for wealth and exploitation. There is little integration between the various levels of culture and the European population lives much as it did in the home country.

The total population of the entire continent is relatively small. It centers around the ocean fringes, leaving the interior almost vacant. Four and a half per cent of the world's population is scattered over twelve per cent of the world's land area constituting South

America, in contrast to Europe which has five per cent of the world's land area and twenty-one per cent of its people. Only estimates are available as to the population in all of the ten independent republics and the three dependent countries of British Guiana, French Guiana (a department of France) and Dutch Guiana (Surinam). According to the latest United Nations estimates (1955) the total population of the South American continent is 124,000,000.

Racially the continent can be divided into three distinct groups. More than fifty per cent of the population of Ecuador, Peru and Bolivia and sixty-five per cent of Paraguay is pure Indian. These Indians speak their own dialect and live, for the most part, as did their ancestors. In these countries, only ten to fifteen per cent of the population is pure white, the rest being mestizo. Venezuela, Colombia and Brazil have large mestizo populations with a small percentage of white and pure Indian while Argentina, Chile and Uruguay are about ninety per cent pure white Europeans.

The greater part of the population of South America, an estimated two-thirds, is not concerned with the production of those items for which South America is well known. For this group the only thought is existence; they do not produce objects for sale, nor do they have any appreciable purchasing

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power. Most of the people are landless workers because over much of the continent the system of large land estates has persisted over the centuries. Therefore, agricultural production remains for the peasant inefficient and non-productive. Commercial plantations, controlled as they are by foreign capital, or mineral exploitations, also largely in foreign hands, contribute only sparingly to the individual lives of the majority of South Americans. Some hope for these people is now in sight in that the cities are slowly becoming centers of industry. There is noticeable movement of people from the rural areas seeking greater opportunities in new industries. Almost every South American country has extensive social legislation protecting the worker, but in only a few countries has the legislation been implemented or has it greatly affected the life of the worker, since so few are actually in the active labor market.

Systems of communications, except between the principal cities, are generally poor. The centers of population are widely scattered and can be found in clusters. There are vast areas of land which are completely empty. Health and food problems are estimated largely to be responsible for the apathy and the true lack of energy in the workers. These health problems are being tackled in the cities but little has been done in the outlying rural areas. Both the World Health Organization, a specialized agency of the United Nations, and the agencies of the International Cooperation Administration of the U.S. Department of State are working closely with some of the various governments in trying to improve living conditions throughout the continent.

In most of the countries, education through the primary grades or to age fourteen is compulsory, but educational facilities are so limited and the

machinery for enforcement so lacking that in some countries more than fifty per cent of the population remains illiterate.

Blindness in South America

With this general background of conditions in South America, let us examine the situation facing the blind people living there. There are no figures, except the vaguest estimates, as to the number of blind people living in the thirteen countries. Even estimates can be misleading since there are no true figures available as to the general population in any one country. Attempts have been made by some governments to take a census of the population but these have failed in providing accurate figures because of the inaccessibility of many of the areas where there may be people living but which are unexplored, the general illiteracy which prevails, and the primitive conditions under which much of the known population still lives. Only limited studies of the causes of blindness have been made, so that these figures cannot yet be of assistance in determining with any degree of accuracy even an estimated incidence of blindness. Even though there are known institutions and organizations for the blind in every country except Paraguay and French Guiana, the facilities are so limited that only a small number of blind people can be served.

When walking along the streets of most South American cities one has the impression that there are many blind people, since the streets are full of blind lottery ticket vendors and beggars. Yet, this can be no criterion indicating the incidence of blindness.

The most realistic approach to determining the possible incidence of blindness is to assume that there are no fewer blind people per thousand population than would be found in the

United States and Great Britain. Therefore, if the estimated general population of 124,000,000 is reasonably correct, then there are a minimum of 248,000 blind people throughout South America. Because of the generally poor health, sanitation and food conditions in the rural areas, it can reasonably be assumed that there are probably close to 400,000 who would fall within the United States definition of blindness. South Americans themselves use the figure of 400,000 but admit that they have no basis for the estimate. The work for the blind in no one country is as yet so highly organized on a national basis that accurate estimates as to the incidence of blindness in the total population can be made from the known factors.

All work for the blind in South America has been strongly influenced by the patterns followed in Europe in general and Spain in particular. Even though the first schools which were established as early as 1854 in Rio de Janeiro, Brazil, and 1890 in Santiago, Chile, were under the direct sponsorship of the existing governments, most of the education of blind children and care of blind adults has been under the direct sponsorship of various Orders of the Catholic Church. In most instances Spanish nuns came direct from Spain to establish and operate these institutions. Very little money was ever available in any country to train and hire lay personnel. Spanish nuns were already trained in the education of the blind and could easily be induced to come to South America.

Throughout the continent, little has been done toward integration into society and the rehabilitation of blind adults. Existing schools, both governmental and voluntary, have in residence large groups of blind adults who were trained in the schools but who had no place to go when they com-



An employee in the Santa Lucía school shop. The school serves blind persons from early school years throughout life.

pleted their formal education. They continue to live in the school, working either as teachers or at a limited variety of hand crafts.

There is very little evidence that developments in any one country greatly affected the pattern of service in any other country. In Brazil the Instituto Benjamin Constant was first organized by a decree of the Brazilian Emperor, Don Pedro II, September 17, 1854. It was not until the 1930's, almost one hundred years later, that there was any great movement toward the development of services for the blind in other parts of Brazil.

Chile was the second country to establish a school in 1890 in the capital city of Santiago. Chile's second school was organized in 1936, being operated by a voluntary committee with the cooperation of an Order of Spanish nuns. The first school outside of Santiago,

for small blind boys, was organized by a priest in Viña del Mar, in 1945.

Peru began its services in 1911 and Argentina in 1913, with Uruguay following in 1914. Ten years later, in 1924, the first school for the blind and deaf in Medellín, Colombia, came into being. Bolivia followed in 1932 and Venezuela in 1936. There were no organized services in Ecuador until 1950, with British Guiana following in 1952 and Dutch Guiana (Surinam) in 1954. At present there is no information available regarding Paraguay or French Guiana.

The American Foundation for Overseas Blind, Inc., provided limited service in South America prior to 1953, except for extensive assistance given to the Fundação Para o Livro do Cego no Brasil (Foundation for Books for the Blind of Brazil), in São Paulo, in 1948 when braille printing equipment was given to that organization on a cooperative plan with the Kellogg Foundation, of Battle Creek, Michigan. A few letters, mostly requesting advice, were occasionally received from individuals. Suddenly in 1952 there was an increase for more tangible assistance. Then urgent invitations came to Miss Helen Keller to visit Brazil and other South American countries. Because of the sincere interest which was evident in these invitations, Miss Keller visited Brazil, Chile, Peru and Panama in the spring of 1953.¹

First Pan-American Conference

Miss Keller was hardly back from her trip when a movement started toward a Pan-American Conference on the Welfare of the Blind and the Prevention of Blindness. The initiative for calling this conference was taken by the Fundação Para o Livro do Cego no Brasil. Since AFOB was vitally interested in such a meeting, it immediately became co-sponsor of this conference.

This was held concurrently with the Pan-American Congress on Ophthalmology. Eleven Latin American countries and the United States sent delegates to São Paulo, Brazil, in June, 1954 for this eventful meeting.²

This conference, along with Miss Keller's inspiring visit, undoubtedly stimulated the people in South America toward plans for the improvement of existing services and the organization of many new projects.

One of the most important resolutions adopted by the Pan-American Conference on the Welfare of the Blind and the Prevention of Blindness reads as follows:

REGIONAL TRAINING CENTERS: The Conference recommends that urgent consideration be given to the establishment of regional centers to meet certain problems common to all countries within the region. These include:

1. The training of teachers for the education of blind youth.
2. The education of blind children with additional handicaps, such as deafness.
3. The production, supply and distribution of braille books and other special equipment for the blind.

This resolution has set the keynote of the AFOB program in South America over the past two years.

The outstanding problem in all of South America is a lack of trained personnel to carry on the functions of the education and the social and vocational rehabilitation of blind people. Basic to this is the education of blind children. Brazil has two teacher training courses, but these are of little use to the rest of South America since the language of Brazil is Portuguese. Over the years, a few Spanish-speaking teachers were trained in Colombia and Argentina. These courses catered to the training of blind persons and few sighted teachers were encouraged or interested in the work. At best, the standards were low

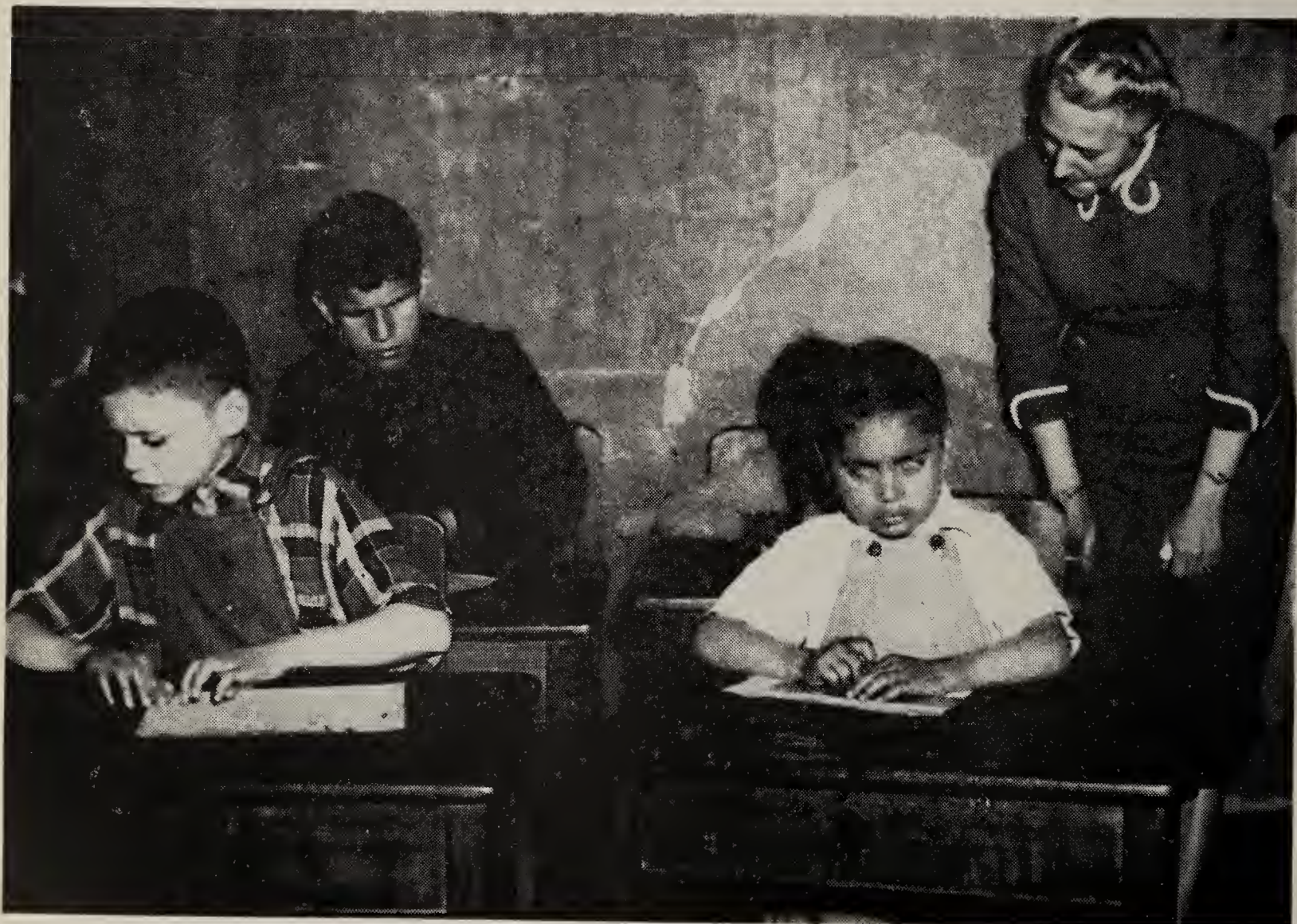
and usually were not comparable to those required of teachers for the seeing. A small number of teachers were trained in the United States.

In June of 1954, when Chile was first visited by the AFOB field staff, there was some interest voiced by the University of Chile for establishing a training course for teachers of the blind. At that time, it was being given consideration only as a vocational objective for young blind men who had completed secondary education at the National School for the Blind. It was the general consensus of opinion among people interested in the blind that there were no real vocational possibilities for an educated blind boy, other than teaching in a school for the blind. Up to this time a few blind students were trained as teachers in the standard normal schools, but they were given no training in the special techniques of the education of the blind. When the

above resolution was adopted, AFOB felt that it could best serve South America and other Latin American countries by stimulating the development of regional training centers for teachers of the blind. Since the University of Chile had already expressed its willingness to establish such a course in connection with its regular curriculum, the proposition was discussed with the rector of the University.

Teacher Training

Señor don Juan Gomez Millas, rector of the University of Chile, is an influential person in Chile and has devoted much of his time to the furthering of various humanitarian movements in the country. It is his stated belief that a country is underdeveloped because its people have not taken active responsibility for the welfare of their fellow citizens; it is underdeveloped not only because it has neglected to exploit its



Miss Langerhans observes pupils in the National School for the Blind, Santiago.

material resources but also because it has neglected to develop its human resources. Because this has been his philosophy, he has done all in his power to develop both material and human resources regardless of the obstacles in his way. When AFOB approached him about developing the proposed teacher training center at the University of Chile and expanding the concept beyond that of training only blind boys from the National School for the Blind to include any qualified person, he personally took the responsibility for the organization of the Centro de Formación de Profesores en Educación Especial (Center for the Training of Teachers in Special Education). AFOB has given assistance to this project in the form of financial aid, provision of special appliances, a library of professional literature, special training in the United States for the director, consultation service and the provision of scholarships for students from other Spanish-speaking countries.

The Centro de Formación de Profesores en Educación Especial opened in April, 1955, with a class of thirty students, all Chilean. The first year was one of trial and error but at the end of the nine-month course, it evolved with a unique program of training which was very much tailored to fit the needs of Chile and for much of South America. It not only trained teachers of the blind but began to develop other services for the adult blind and preschool blind children. The students were drawn from the field of education and also from social work, psychology and other related specialties. For the most part, these people did not necessarily plan to work in the field of the welfare of the blind, but were interested in all problems relating to human welfare. Through their greater knowledge of the problems of blindness and how they might be solved, they have since

exerted a wide influence in the greater acceptance of blind people on an integrated level rather than as a segregated group.

The best example of this influence can be shown by the following incident. One student taking the Centro course is a teacher in one of the government-operated nursery schools for seeing children. She became so interested in the problems of the preschool blind child that she talked with her superior at the nursery school and persuaded her to accept two preschool blind children in the nursery school. Two little boys, aged four, living at the Santa Lucía School for the Blind (both boys were abandoned by their parents) are now attending the school daily and are participating in all activities along with the seeing. As far as is known, this is the first such experiment attempted in any South American country. Both boys have adapted well to their new environment and no problems are foreseen in the future.

Centro Expands Services

At the end of two years, the Centro now provides many additional services on a demonstration basis for the blind people living in or near Santiago. Among these services is included placement of blind students in the secondary schools for the seeing, vocational counseling and consultation with blind university students, volunteer reader services, volunteer braille transcribing services and readers for the recording of textbooks, a guide service and professional consultation services for teachers, boards of directors and other voluntary groups working with the blind. Through these demonstrations there is a noticeable change in the attitude toward blindness and blind people in the community.

In 1956, AFOB granted scholarships to students from Ecuador, Bolivia,



Two four-year old blind boys held by Mr. Kuepfer and Miss Langerhans live at the Santa Lucia School for the Blind, attend the government-operated nursery school for seeing children.

Guatemala and Chile, for training at the Centro, thereby making it a region center where the students may have the exciting experience of helping in the development of a new, dynamic project. Students from other countries will be sent in 1957.

Braille Literature a Major Need

A second major need in South America is that of an adequate supply of braille literature for use in schools and for general reading purposes. The few braille books available are for the most part hand-transcribed with a braille slate. Braille libraries as they are understood in the United States are virtually unknown in South America. For the most part such books as do exist may only be read in the buildings where they are kept. The result is that very few educated blind people ever have an opportunity to read literature after they leave school. School textbooks are usually hand-transcribed by the teachers.

In Brazil there are two braille printing plants—one in Rio de Janeiro at

the Instituto Benjamin Constant and the second and most active is operated by the Fundação Para o Livro de Cego no Brasil, in São Paulo. Both of these organizations publish only Portuguese braille. Argentina has one large plant which publishes a braille magazine and a few books. In addition, there are several small plants which prepare books for use within the institution. Uruguay purchased equipment in 1955 but it is not yet able to supply literature in any quantity because of a lack of sufficient trained personnel and funds to meet operating costs. Peru has a small hand-operated plant which can supply enough books for classroom use in the National School but does not have the capacity for the publication of any wide variety of literature for adults. Both Chile and Bolivia have small hand-operated presses presented by the AFOB in 1956.

In cooperation with the Kellogg Foundation, the AFOB assisted the Junior League of Mexico City to improve and enlarge its printing plant so that it now has the capacity to meet the most urgent needs of a large part of

the Spanish-speaking countries of Latin America.³

Because of a Mexican law affecting voluntary non-profit organizations, braille books published in Mexico cannot be sent outside the country at less than the cost of production. This makes the price so high that it has been impossible for organizations outside of Mexico to purchase available books. When expansion of the Mexico plant was first under discussion, it was understood that it would be a regional printing plant for the Central American area, but until the capacity for braille printing can be increased to meet the needs of the South American blind people, the Mexico plant is serving South American countries under a special plan sponsored by AFOB. Under this plan, any recognized organization or institution for the blind may purchase books from Mexico by paying the same rate per braille volume as is charged in Mexico. AFOB pays to Mexico the difference between the amount paid by the purchaser and the actual cost of production. In 1956, the first year this plan was in operation, a total of 987 braille volumes and seventeen subscriptions to a quarterly braille magazine were purchased by organizations and institutions in Peru, Guatemala, Venezuela, Panama, Cuba, Chile and Costa Rica.

Foreign currency exchange and inter-country mailing restrictions, as well as a lack of funds on the part of South American organizations for the blind are still hampering the true effectiveness of this program, but these difficulties are slowly being minimized, as there is a more general acceptance and understanding of the cultural needs of blind people.

Tangible Equipment

Throughout South America there is a great need for didactic equipment

such as braillewriters, braille slates, mathematical and geographic aids. Most schools have no braillewriters, not even one for the teachers to use in the preparation of classroom material. In some schools there are so few braille slates that six to ten students use one slate. Mathematical and geographical equipment is almost non-existent. Argentina has made some attempts to manufacture both braille slates and braille writers but these have been unsuccessful. The braille slates are made of copper, are heavy and expensive and the design is awkward to use. In the past three years, extensive shipments of all types of special equipment have been sent to Peru, Ecuador, Venezuela, Bolivia, Chile, Brazil, Uruguay and Surinam, but great need still exists.

At this time, shipments to South American countries are hampered by severe import restrictions which affect gift shipments, as well as purchases of such educational and cultural equipment as is needed for the education and rehabilitation of the blind. Through the demonstration made possible by AFOB gift shipments, many of the organizations for the blind in various countries are now able to prove to their governments that this equipment has real social and economic value and are beginning to make some progress toward special legislation permitting the importation of such special equipment. The general lack of industrial development as well as trained technicians in every field of manufacturing will probably make it necessary for some time to come to import didactic equipment. The lack of dollar reserves and the fluctuating currency values in most South American countries also affect the purchases of special equipment.

Until the AFOB became active in South America no other international organization offering special assistance on the problems relating to the welfare

of the blind was active in the area. In 1952 UNESCO sponsored a conference on the unification of Spanish and Portuguese Braille, which was held in Montevideo, Uruguay. In the fall of 1955, the government of Brazil requested the services of a consultant on problems relating to the rehabilitation of the blind from the Technical Assistance Administration of the United Nations. A consultant* from England spent three months studying the existing organizations and institutions for the blind in all parts of Brazil. As a result of this study the International Labor Office, an agency of the United Nations responsible for the development of vocational rehabilitation services for the physically handicapped, is now sending an expert to Brazil for a period of one to two years to work with the Ministry of Labor in developing adequate vocational rehabilitation and placement services for blind people.** The AFOB has been active as a consultant to the agencies of the United Nations on this specific project. The International Cooperation Administration of the United States Department of State (better known as Point IV) has given some limited assistance, principally in Bolivia.

Interest in International Cooperation

South American countries in the past five years have shown an increasing interest in the activities of the World Council for the Welfare of the Blind. In May, 1956, the Executive Committee of the WCWB considered a request for recognition of a so-called "Pan-American Council for the Blind" as the accredited regional representative of the WCWB. After considering all of the facts including the composition of the Congress held in Lima, Peru, in February 1956, at which the formation

of the so-called "Pan-American Council for the Blind" was proposed, the WCWB Executive Committee found itself unable to accept the proposal. The WCWB president and secretary-general were requested to initiate discussions within the region to arrive at a more acceptable solution.

These talks took place in Mexico City in November, 1956, and achieved agreement on the creation of a permanent Committee on Pan-American Affairs within the framework of the WCWB. This committee is at first to be composed of one representative from each member country in the region and later will also include one representative from each non-member country. It will be responsible for considering and preparing recommendations on all matters that are regional in character and for submitting such recommendations to the WCWB executive committee and the General Assembly for action. At present Ecuador, Peru, Bolivia, Brazil, Venezuela and Colombia are South American members.

What of the Future?

It is the hope of the AFOB that this proposed Committee on Pan-American Affairs will also be of considerable assistance to its South American regional program in an advisory capacity in the future.

What is the future for South American blind people?

It holds much promise!

In Guayaquil, Ecuador, the Lions Club has just begun the building of a new rehabilitation institute to be completed by June, 1957. AFOB is training the workshop manager and will assist with other rehabilitative equipment as soon as a program of training and employment is agreed upon. Quito, Ecuador, will have a trained lay teacher, the first in its new school for blind children. Chile is in the process of organ-

*E. H. Getliff

**J. Albert Asenjo

zing its first national organization — the Chilean Foundation for the Welfare of the Blind. This Foundation, made up of representatives of the existing organizations of Chile, will assume the responsibility for establishing a rehabilitation program for the adult blind, sponsor special legislation and assume the non-academic functions of the Centro de Formación de Profesores en Educación Especial. Argentina is still suffering from political instability but has now asked for assistance in solving its many pressing problems. In every country there are strong indications that many new and improved educational services are being given consideration.

Because of the rapid strides with which South America is moving toward a fuller recognition of the abilities of its blind people, the AFOB officially opened its South American office in Santiago, Chile, on January 2, 1957. This office differs from the office in Paris in that its functions are those of providing assistance on an intensive consultation basis to the countries of South America. It will not manufacture appliances nor publish braille or talking books, as is done in Paris. For the first two years, it will be the responsibility of the South American representative to develop the services now started in Chile.* What future assignments will be depends upon developments in other South American countries.

Problems in Central American countries and the Caribbean area are somewhat comparable to those found in South America. Interesting and con-

structive programs are now developing, particularly in Guatemala, Panama and Costa Rica. In fact, throughout all the Latin American area there are strong indications that the various countries are moving out of the general classification of underdeveloped countries. How rapid this movement will be depends upon future political stability and the speed with which social and industrial progress is made.

Helen M. Wallace, M. D., says, "One of the indices that may be used to determine the level of development of a society is the degree of its interest and concern for its members as evidenced by the services it provides for the handicapped. Those nations that are economically and socially further advanced by-and-large tend to do more with and for the handicapped than do the underdeveloped nations. One of the reasons for this is, of course, the fact that the more advanced countries have more funds and personnel. To a certain extent this may be only a secondary and superficial reason. The primary reason is that, in the advanced countries, the community as a whole has a concern for each member of society, an appreciation of the worth of each human being, and a recognition of the responsibility it has for those members of society who need help in one form or another."⁴

AFOB is doing everything in its power at the present time to assist South America in meeting its responsibilities to its blind citizens and to give these blind persons an opportunity to contribute fully toward the future development of their own nations.

*Roberto Kuepfer

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Children examine relief globe, in colors to aid those with residual vision, manufactured by American Printing House for the Blind. Topography is accurate to scale.

99 Years of Service to Blind Children

F. E. DAVIS

ON JANUARY 23, 1957, the American Printing House for the Blind reached the age of ninety-nine; on March 23, 1957, it completes its seventy-eighth year of service to blind children through the federal act "To Promote the Education of the Blind." The passage of Public Law 922 by Congress on August 2, 1956, which for the first time makes possible the extension of Printing House services to all blind children wherever they may be educated through publicly-supported schools and educational institutions, makes timely a survey of past performance and future services of the institution.

Origin

As the oldest national agency for the blind in the United States, and the largest publishing house for the blind in the world, the Printing House has a unique position in the over-all structure of educational provisions for the blind in our country. How did the Printing House get started? As a private, non-profit institution, how did it become the agent of the federal government in providing educational aid to the blind? What is the history of its growth? How is it—and the federal act—administered? What are the reasons for its administrative policies? What are its plans for future expansion and service? All of these questions, and many more, are of cogent interest to teachers and parents of blind children,

Mr. Davis is the superintendent of the American Printing House for the Blind.

and to others interested in their education.

The American Printing House for the Blind had its origin as the print shop of the Kentucky School for the Blind, itself founded in 1842 as the third state school for the blind in the United States. In the early days of our schools, each institution attempted to do its own printing, in order to provide the necessary books for its classes. The Kentucky School was fortunate in that it early developed one of the better school printing departments and cooperated with neighboring schools by supplying copies of its publications to them at the actual cost of production. This arrangement proved so satisfactory that a group of educators of the blind conceived the idea of a central, national, non-profit printing house which would supply books and apparatus for the blind throughout the country. The Kentucky Institution for the Blind led this movement, and the corporate existence of the American Printing House for the Blind began January 23, 1858, with the approval of "An Act to Establish the American Printing House for the Blind" passed by the General Assembly of the Commonwealth of Kentucky.

Passage of the Federal Act

At its founding, the Printing House had no facilities other than those in the basement of the Kentucky School, and its funds consisted of the money it charged for manufacturing books for the Kentucky and other schools, as well as

other agencies for the blind. The institution therefore undertook to raise money by donations from the general public. However, the exigencies of the Civil War and the years that followed soon made it apparent that the Printing House could not depend upon public subscriptions and grants from the cooperating states to support its program. It was only natural, therefore, that the educators of the blind of that day combined the idea of a central, national printing house (already in existence) with a federal subsidy of its printing program, in so far as it related to free schoolbooks and tangible apparatus for the education of the blind. In 1878, a committee of the American Association of Instructors of the Blind submitted a memorial and bill to Congress, in accordance with instructions from the Association, and on March 3, 1879, this memorial and bill, substantially in their original forms, were adopted by Congress as the Preamble to and the Act of 1879 "To Promote the Education of the Blind."

The original act provided only \$10,000 a year, which amount was made a permanent grant in 1906. Thirteen years later, on August 4, 1919, the first annual appropriation in addition to the permanent yearly grant was authorized in the amount of \$40,000. This annual appropriation has

been increased during the years, to \$65,000 in 1927, \$115,000 in 1937, \$250,000 in 1952, and \$400,000 last August, making the present total ceiling of authorization \$410,000 a year.

Growth

Historically, the growth of the Printing House has reflected in almost direct proportion the growth and expansion of all work for the blind in the United States. As the horizons of our educational programs have widened and changed, so have the services of the Printing House expanded and increased to meet the changing needs of each era. During the first twenty years of its existence, the personnel and budget of the Printing House were exceedingly small. The total amount of money spent seldom exceeded \$10,000 and the entire staff consisted of six to eight full-time employees. It was not until the passage of the Act of 1879, and the erection of its first building in 1883, that expenditures were reported in excess of \$20,000. Forty years later, in 1920, the operating budget for the year amounted to only \$38,461.56, with a staff of approximately twenty people. Now, another thirty-seven years later, the Printing House operating budget is over \$1,000,000 per year, with a staff of 210 full-time and fifty-five part-time employees.



Plant of American Printing House for the Blind. In foreground is administration building, built two years ago.

Much of the slow growth of the institution during its first sixty years can be attributed to the considerable confusion and uncertainty among educators of the blind as to the best system of embossed printing. The "type fight" which lasted for more than a generation — as between Boston line letter, New York Point, and braille (both American and English) — forced the Printing House into producing the same books in a multitude of types, thereby keeping costs up and production down. The adoption of Revised Braille Grade 1½ as the uniform method of printing for the blind in this country created an immediate demand for a whole new catalog of educational textbooks and gave a renewed surge to the activities of the Printing House.

With the settlement of the type question, the Printing House could turn to the manufacture of tangible apparatus, such as writing devices, dissected maps, and other educational aids. Equally important, efforts could be turned to research and development of improved methods of publishing and manufacturing. It was in the late 1920's that interpoint printing of braille was demonstrated as feasible, thus going far to reduce unit costs. Additionally, the standardizing of page sizes and embossing and binding procedures also helped to reduce unit costs.

The 1930's witnessed an unprecedented increase in mechanical and technical progress. It had been demonstrated that the braillewriter, which had been invented many years before, could well be manufactured on a production basis, and schools for the blind were beginning to realize its value as an educational aid. In 1932, Standard English Braille Grade 2 was adopted for the entire English-speaking world, and the demand for schoolbooks in the more highly contracted system created

a new need for replacing textbooks. The adaptation of a uniform code for braille music notation during the late 1920's provided the means for quantity production of braille music scores.

Pratt-Smoot Law

Aside from educational publishing, the decade between 1930 and 1940 witnessed an enormous expansion in publishing of all kinds for the blind. Prior to that time, practically all books were intended largely for educational purposes, plus the Bible and a few religious and secular magazines. High printing costs and the lack of an adequate, permanent source of funds had made it impractical, if not impossible, to provide adult reading material through regular production channels. The passage by Congress of the Pratt-Smoot Law in 1930 to provide literature for the benefit of the adult blind revolutionized the publishing and library services for the blind. Although this grant is administered by the Library of Congress, it was the facilities of the Printing House and four (now three) other smaller braille presses which were called upon to do the actual production.

In September, 1928, the Printing House, as a project of its own, inaugurated the publication of *The Reader's Digest* in braille, at that time primarily for use in the schools. As pupils graduated from the schools, and other adults became acquainted with this magazine, the demand for copies for general reading became overwhelming, and the Printing House turned to the public for donations to finance its publication. In September, 1939, the first issue of the talking book edition of the *Digest* was recorded. Thus were laid the foundations for the very large braille and talking book magazine publishing department of the Printing House, which is today one of the major

projects of the institution, for, having launched on a magazine project of its own, which meant providing the necessary plant, equipment and personnel, the next step was to offer its facilities to other agencies wishing to supply magazines to the blind, thus enabling the institution to cut unit costs to all. Today, the Printing House publishes on regular schedule sixty braille magazines (including eight weeklies), seven talking book magazines, and one ink-print magazine, many of the periodicals running as high as 4,000 to 8,000 copies per issue.

Inception of Talking Book

During the middle '30's the talking book also had its inception as a publishing medium for the blind. Actually, the Printing House recorded its first talking book in 1936. The publication of talking books, however, meant the creation and development of a whole new department of a size and scope equal to its braille printing. Beginning with only a small, part-time studio, with the other processes being contracted for elsewhere, this department now consists of three studios, plating and pressing departments, millroom for the manufacture of the plastics from which the actual discs are formed, and a container department. The Printing House also produces talking book machines which are available for purchase on quota accounts or for cash.

Shortly following World War II, a department for the publication of large type books was established. The publication of this type of book was undertaken most reluctantly on the part of the administration, and solely because of the urgent demands of the schools and classes for the blind which had demonstrated that between twenty-five and thirty per cent of their pupils, who were classed as blind, could benefit from this type of reading material

rather than braille. While this department has grown to sizeable proportions even today its expansion is held in check, since it is designed to serve only children who have vision of less than 20/200, except as copies of books approved for parallel publication with braille textbooks in use in the schools and classes for the blind are sold for cash to sight-saving classes.

Sound Tapes

In the fall of 1954, a new publication service was offered, consisting of a catalog of some 500 recorded sound tapes designed to play on regular commercial tape recorders, and covering a myriad of subjects for use as supplementary materials in the classroom. The master tapes for these programs were obtained from the University of Minnesota, from which master dubbings were made for individual order on quota accounts. The reception of the REAL program (Recorded Educational Aids to Learning) proved so successful that additional tapes from the University of Minnesota library were added to the catalog, and, when that source was depleted, arrangements were made with Kent University for other tapes, so that the total REAL catalog now covers about 1500 programs from ten to thirty minutes in length.

While all departments of the Printing House have seen large expansion in production, due to increased demand for materials, during the past five years, emphasis has been placed largely on the expansion of our tangible apparatus department, in so far as development and research are concerned. Numerous new items, such as a relief globe, new arithmetic slates, new model braillewriters, and the like, have been developed and put into production, with many more in the offing. Additionally, developmental work is constantly in progress looking to the

adaptation of modern engineering methods for the improvement of all of our production processes.

Aside from development and growth in production, one additional department should be pointed out. In 1953, a department of educational research was established at the Printing House, again on request from the educators of the blind. Still in its infancy, this department was created to examine, evaluate, develop and otherwise do active research into methods of educating blind children. The growth of this department in the future should help lend leadership in the improvement of our educational programs everywhere.

Administration

The administration of the Printing House, as a non-profit, private corporation, is in the hands of a Board of Trustees consisting of an executive committee of seven lay citizens of Louisville, successors to the original incorporators, and ex-officio the superintendents of all of the public educational institutions for the blind in the United States and its territories. No member of the board receives pay for his services nor for travelling expenses to and from meetings. While the executive committee acts for the board in the interim between meetings, all policies of the institution are approved by the whole board of trustees. The officers of the board consist of a president, vice-president, secretary, and treasurer elected annually. Annual meetings of the board are held in Louisville in the fall of each year.

The paid administrative staff is comprised of the superintendent and eight department heads, e.g., braille and large type editor, talking book editor, director of educational research, plant manager, production engineer, assistant braille editor, head of magazine circulation, and office manager.

Three committees, composed of five ex-officio trustees each, advise and direct the production of materials supplied out of the government funds. These committees consist of: 1, the publications committee, which selects each year from the recommendations of the schools and classes the braille, large type, and talking books, as well as braille music, to be published for school use; 2, the tangible apparatus committee, which evaluates and promotes the production of new items of tangible apparatus, or the improvement of catalog items; and 3, the committee on educational research, which advises with the head of the department of educational research. It should be noted that at no time is the Printing House given the responsibility for the choice of materials produced through government funds for use by the schools and classes for the blind. The recommendation for such publications is the choice of the schools and classes themselves, and the books and materials produced are not supplied except on direct order from the executive heads of the schools and chief state school officers, which latter now act as the agents for registering the blind pupils and ordering materials for the public schools.

The original Act of 1879 vested in the Secretary of the Treasury of the United States the authority for the control of the appropriation to the American Printing House for the Blind, and prescribed the general conditions under which the funds would be expended and the books and apparatus distributed to the various institutions for the education of the blind. This arrangement remained in force until the passage of the President's Reorganization Act of 1939, when on June 7, by Joint Resolution, the administration of the appropriation to the Printing House was transferred to the Fed-

eral Security Agency, as of July 1, 1939. Subsequently, on April 11, 1953, when the Federal Security Agency was given Cabinet status and changed to the Department of Health, Education, and Welfare, the administration of the appropriation was made the direct responsibility of the secretary of the new department.

Procedures in Administration

In administering the act, the following procedures are followed:

1. On the first Monday of January of each year, a registration is taken of all of the blind pupils in attendance at the public educational institutions of less than college grade throughout the country. Such institutions include not only residential schools for the blind and other institutions for the handicapped which conduct formal training programs for the blind (such as a mental institution or a school for the deaf with special courses for the blind or deaf-blind respectively), but also rehabilitation centers for the adult blind which have formal training courses, public school day classes for the blind, and public schools which have individual blind pupils. With the passage of the amending legislation last August, the responsibility for registering blind pupils was vested in the superintendents of the educational institutions for the handicapped having formal classes for the blind, and the chief state school officer of each state and territory. In the latter case, the chief state school officer is responsible for registering all blind pupils of less than college grade in the public schools in his state. For these purposes, only those pupils whose vision comes within the following definition of blindness can be registered: "Central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that

the widest diameter of such field subtends an angular distance no greater than twenty degrees."

2. On the basis of the above registration, a per capita allotment for each pupil is ascertained by dividing the total number of pupils registered into the total appropriation for the fiscal year beginning the following July 1. The quota allocations to each school for the blind or chief state school officer is determined by multiplying the per capita rate by the number of registrants for each school or department. This allotment is placed on the books of the Printing House on July 1 of each fiscal year in the form of credit to the schools or chief state school officers, and books and materials are supplied against this credit only upon order from the school superintendents or chief state school officers.

3. The money from the federal government is used by the Printing House solely for the payment of labor and materials, and a reasonable amount of administrative overhead. By law, no part of the grant can be used for the erection or leasing of buildings to house the institution. This means in effect that the Printing House must, out of its own funds, provide the buildings and equipment, training of personnel, etc., which are necessary for the production of the materials supplied to the schools and classes out of the federal appropriation.

Administration Policies with Regard to the Federal Act

During the seventy-eight years the Act of 1879 has been in effect, it has been necessary to set up certain policies with regard to its administration. At no time have these policies been set by the Printing House administration itself; rather, these policies, which by and large have reflected the expansion and changes in the field of education

of the blind, have been determined through official interpretation and rulings by the properly constituted government authorities, or by legislative amendment to the basic act itself. Some of these rulings are as follows:

1. *The Manufactured-at Clause.* In writing the original Act of 1879, Congress provided that all materials provided out of the federal appropriation should be manufactured at the Printing House. The purpose of this provision was to make clear that it was the intent of the federal government to provide the stable and continuing source of income necessary to the production of special materials for the blind, not possible of production on a commercial basis in the small quantities required. In spite of this intent, it has often been proposed that the money provided by Congress should be available for the purchase of educational materials and supplies other than those furnished by the Printing House. Not ten years after the passage of the act, there was profound discussion on this point. On March 12, 1887, a ruling was handed down by the Comptroller of the Treasury, under which department the act was then administered, which stated that such a diversion of the funds would be unlawful.

2. *Eligibility of Adult Training Centers to Benefits of the Act.* On November 28, 1906, a ruling was handed down by the Solicitor of the Department to the Secretary of the Treasury, which declared that the adult rehabilitation centers were to be construed as eligible as "public educational institutions for the blind," and, as such, to receive their proper apportionment of the materials provided by the Act.

3. *Eligibility of Public Day School Classes to Benefits of the Act.* On January 30, 1912, the United States Solicitor again ruled that the formally organized public day school classes for the

blind were to be considered as public institutions for the education of the blind, as such, to share in the free distribution of embossed books and tangible apparatus, as provided by the Act of 1879.

4. *Provision of Talking Books Through the Act.* On May 13, 1956, the Administrative Assistant to the Secretary of the Treasury stated that phonograph records (talking books) "are certainly means to promote the education of the blind, and are therefore within the scope of the Act of March 3, 1879."

5. *Provision of Large Type Books Through the Act.* On January 11, 1946, the General Counsel of the Federal Security Agency ruled that "large type books adapted for the education of the blind" came within the province of the act. Additionally, on April 5, 1946, the Administrator of the Federal Security Agency ruled that the distribution of such materials should be limited to those children whose vision came within the accepted definition of blindness. Since the inception of the large type department at the Printing House, each superintendent of a school or class for the blind has been required to verify the vision of the children registered for quota purposes as being within the accepted definition of blindness. As an administrative precaution, the Printing House keeps a constant check on all orders for large type materials to be supplied through federal allocations, requiring that cash payments be made for all such books which appear to be in excess of the needs of quota registrants.

As can be seen from the foregoing, changes in educational methods and procedures have always had their impact on the Printing House and the administration of the federal act. The most important recent trend in education of the blind has been the very

great increase in the numbers of blind children because of retrolental fibroplasia, which has resulted in an unprecedented expansion in the number of blind children going to public schools. Not only has the number of public school classes for the blind increased by leaps and bounds, but also the number of individual blind children going to public schools which do not conduct special classes for their benefit. Because of the requirement in the original act that the quota allocations be made to "public educational institutions for the blind," the individual children in public schools could not be served through the appropriation, and it was necessary that the basic act itself be amended to make service to this group of children possible.

In amending the basic act, as approved August 2, 1956, Congress redesigned the wording of the law so as to provide specifically for blind children attending public schools, including those in organized day school classes for the blind as well as individual placements in regular public schools. In the future all such children will be registered and served through their state departments of education, under the authority of the chief state school officer of each state. At the present time it is not known how many additional children will become eligible for benefits under the Act of 1879 because of the legislation. Enrollments are now being taken as of January 7, 1957, which enrollments will be the basis for the quota allocations for the next fiscal year July 1, 1957 through June 30, 1958. It is estimated, however, that more than 1,000 new pupils will be added to the rolls this year.

Plans for the Future

The recent change in the basic legislation of the federal act again presents to the Printing House a challenge to meet the needs of a new educational situation. Not only will it be asked to continue its basic quantity production of books and materials for the schools and organized classes for the blind, but also to develop additional new methods of producing a highly diversified assortment of textbooks and other items for use by the single child attending his local public school which does not provide a special class for the blind. Efforts are now being made by the staff of the Printing House to determine just how many different textbooks on the same subject, for instance, are in use in the public schools throughout the country. It is known that there are some thirty to forty ink-print publishers which have textbooks for the entire twelve grades under adoption in the states, counties, and cities of the United States; what is difficult to ascertain is what set of texts is being used where. It is hoped, however, that some pattern of textbook requirements in relation to the children to be served can be determined just as soon as the enrollments from the chief state officers can be received and compiled. With this information in hand, the Printing House can then make plans for necessary expansion and changes in production methods to meet the needs. It will not, of course, be possible to achieve such an accomplishment overnight, but it is the intent of the Printing House administration and staff that every possible effort will be bent toward meeting the educational needs of every blind child.

THE UNIQUE RESPONSIBILITY OF THE DISABLED PERSON

ALBERT D. PUTH

ALTHOUGH THE previous speakers might well be considered or classified as members of special groups, speaking now as a disabled person, I do not accept this classification. In the main, I am like you—all of you, and you are like me, potentially or to some degree. But as a disabled person I *do* accept the fact that I have a special or unique responsibility for promoting public understanding of rehabilitation.

In preparing for this talk, I listed *seven* responsibilities which I believed were the special or unique responsibilities of disabled people for promoting public understanding of rehabilitation. Today, I come with only one. In seriously considering the others, I came to the conclusion that they were not unique responsibilities of the disabled, but the responsibilities of all of us, disability notwithstanding.

As I see it, the special or unique responsibility which I have as a disabled person in promoting public understanding of rehabilitation is *the reduction of the somewhat wholesome yet overly exaggerated fear which all healthy people have for and toward disability*. Since it is difficult, if not impossible, to think of disability abstractly, I must go one step farther and say that my responsibility is the reduction

of overly exaggerated fear which *all* people have for and toward disabled people. This is truly a difficult step to take, for no one wishes to admit that he fears disability, no less the disabled.

Follow me, if you will, however, back to the days of early man when physical well-being and wholeness were synonymous with survival. Realize, if you will, that the loss of limb, impairment of function, or disturbed perception meant sure and sudden death. To a very limited degree, these conditions still persist; but not to the extent that they did 5,000 years ago or even fifty years ago. Today, man is suffering an "emotional hangover" towards disability, unjustified and disproportionate in view of the protected and controlled physical and moral environment which he has created for himself. Disability and death are no longer synonymous, but man, somehow, does not fully realize this.

As a disabled person who has known disability as a blood brother, I find myself in the unique position of helping man understand these things. I am able to convince him that disability is not the awesome, fearful thing he once believed it to be—that today many of his fears are largely ungrounded. I am privileged to do this by the spoken word but I find I speak more effectively to him by the way I live and the attitudes I hold. As I fulfill this responsibility to those around me, I am reacting to a responsibility within myself. For coping effectively with my own fears toward disability as a person, a husband, a father, a productive member of society, I have achieved good

Albert D. Puth is the assistant director of the National Rehabilitation Association, Washington, D. C. This paper was read at the NRA conference in Denver, October 15-17, 1956. Mr. Puth spoke from the point of view of the handicapped person as one of several individuals speaking on the general topic: "The Responsibility of Special Groups for Public Understanding of Rehabilitation." The others were a case-worker, a physician, a state administrator, and a federal administrator.

understanding of disability within myself. With understanding there comes a certain degree of personal comfort. The fears of my earlier maturity have been laid to rest, and I am able to cope with the fearful responses of others toward myself. I am convinced that I live the message without *need* to speak of it. By so doing, I reduce man's fears of disability to the point where he, himself, is no longer disabled by them.

Primitive fear is the stumbling block to understanding in all aspects of human experience. I submit that when man's fears of disability are proportionate to the reality of everyday living, we have gone a long way on the road to "public understanding of rehabilitation."

The disabled person stands alone in that he is the only one who may meet this special or unique responsibility.

public relations workshop

GREGOR ZIEMER, Ph.D.

THAT AGENCIES FOR THE blind need more and better public relations was admitted openly by thirty-five public relations officials and executives performing similar functions at the first public relations workshop in the field of work with the blind, held January 15, 16 and 17 at the American Foundation for the Blind in New York.

Public relations, a new but important science that is beginning to take on ever-broadening proportions, has been defined as "relations with the public for a three-fold purpose: to gain attention, to win confidence, to promote ideas—in that order."

The public education department of the American Foundation for the Blind sponsored the workshop.

Preliminary preparations for the workshop involved the assembling of information from a large number of agencies throughout this country and Canada concerning their respective public relations programs. This survey by mail indicated that twenty-four agencies, or less than nine per cent of the 300 replying to a questionnaire,

had a full-time PR officer. A little more than five per cent of the agencies left their PR to parent organizations; in nine per cent of the agencies all professional personnel were considered as doing some public relations. Ten per cent stated that they allocated less than ten per cent of one person's time to PR. Forty-nine per cent reported they had no PR at all.

The twenty-five agencies with full-time PR personnel, plus fifteen others, were invited to participate in this first workshop, and all but five responded by sending representatives.

Before the workshop opened, each participant was mailed a work-kit which had been prepared from information received in reply to specific questions with respect to each individual's definition of PR, and his problems and difficulties. Each had been asked to summarize an estimate of his success in PR for his agency, and to enumerate his chief obstacles. The replies formed the basis for a run-down of the thinking of the group as a whole, which in turn supplied a common background for each individual's thinking in preparation for the workshop.

The three days of the workshop were divided into segments, each devoted to

Dr. Ziemer who is director of public education at the American Foundation for the Blind, was coordinator of the public relations workshop.

phase of public relations, with expert "consultants" on hand to answer questions and discuss them with the participants. Top-notch men from public relations firms, magazine editors, newspapermen, radio and TV officials and others were on hand to help with the discussions of "What is Public Relations?", "Who are the Public?", "Public Relations and the Press", "Public Relations and TV", "Public Relations and Radio", "How Best to Use Magazines", "What are Other Media of Public Relations?", and other topics.

A highlight of the social phase of the workshop was an awards luncheon on January 16 when an AFB Certificate of Merit was presented to Dr. Nicholas N. Dallis of Toledo, Ohio, writer of the nationally syndicated comic strip *Rex Morgan, M.D.*, for his realistic presentation of blindness. At the same occasion the Captain Brown Award medal was presented to Richard Evensen, blind student, for his outstanding graduate work. [Story on page 120.] Mistress of ceremonies was the TV and stage personality, Nanette Fabray.

At the final session members voiced enthusiasm for the workshop idea, and requested a second session a year hence. They seemed to feel that a better liaison had been developed among the "hard core" personnel of agencies for the blind.

Those who participated in the workshop were:

William F. Bartram, Director, Lighthouse for the Blind of New Orleans.
 Robert Boston, Public Relations Director, Pennsylvania Working Home for the Blind, Philadelphia.
 John J. Brown, State Secretary, Lions International, New York.
 Father Thomas J. Carroll, Director, Catholic Guild for the Blind, Boston.
 Nancy Colwell, Public Relations Director, Western Pennsylvania School for Blind Children, Pittsburgh.
 James J. Cox, Information Specialist, Florida Council for the Blind, Tampa.

Henry Daum, Assistant Director of Administration, Minneapolis Society for the Blind.
 Dave Goodwin, Public Relations Director, Goodwill Industries of Dayton.
 Mrs. Elizabeth E. Hamer, Information and Publications Officer, Library of Congress, Washington, D. C.
 Harry E. Hayes, Director, Services for the Blind, Kansas State Department of Social Welfare, Topeka.
 Herbert Hines, Jr., Chief of Public Information, Division of Vocational Rehabilitation, Springfield, Ill.
 Ralph R. Ireland, Executive Director, Chicago Lighthouse for the Blind.
 Malcolm Jasper, Welfare Administrative Assistant, Kansas State Department of Social Welfare, Topeka.
 Marian Jobson, Carriere & Jobson, Inc., New York, N. Y.
 Herbert Kadison, Director of Public Relations, New York Association for the Blind, New York, N. Y.
 Mrs. Lorraine Kilpatrick, Director of Public Information, Montgomery County Branch, Pennsylvania Association for the Blind, Norristown.
 W. Oliver Kincannon, Chief, Division of Publications and Reports, Office of Vocational Rehabilitation, Washington, D. C.
 Norman Lodge, Director of Information Service, Veterans Administration, Washington, D. C.
 Clarice E. Manshardt, Director of Education, Temple City Schools, Calif.
 Dorothy L. Misbach, Consultant, Bureau of Special Education, Department of Education, Sacramento, Calif.
 Gemma Newman, Public Relations Director, New York Guild for the Jewish Blind, New York, N. Y.
 Paul C. O'Neill, Director of Publicity, Canadian National Institute for the Blind.
 Myra E. Ripley, Public Relations Agent, Pittsburgh Branch, Pennsylvania Association for the Blind.
 Mrs. Jeri Rougagnac, Executive Director, Houston-Harris County Lighthouse for the Blind, Houston, Tex.
 Irvin P. Schloss, Executive Director, Blinded Veterans Association, Washington, D. C.
 Allan W. Sherman, Director, Cleveland Society for the Blind.
 Dwight C. Smith, General Secretary, John Milton Society, Inc., New York, N. Y.
 Captain William Strachan, Director of Community Relations, Industrial Home for the Blind, Brooklyn, N. Y.
 Mrs. Miriam Tellis, Public Relations Director, Guide Dogs for the Blind, San Rafael, Calif.
 Hulen C. Walker, Washington Representative, American Foundation for the Blind.
 John D. Warriner, Director of Public Relations, Philadelphia Branch, Pennsylvania Association for the Blind.
 Elizabeth Zinger, Director of Public Information, American Foundation for Overseas Blind.

Richard H. Evensen (left) receives Captain Brown Memorial Award for outstanding scholarship from Kathern F. Gruber, Assistant Director, American Foundation for the Blind, and is congratulated by M. Robert Barnett, Executive Director. The award was presented in January at the public relations workshop reported elsewhere in this issue. Mr. Evensen is working toward his doctorate in government at Boston University. His remarks on the occasion of receiving the award appear below.



FACTORS IN INTEGRATION

RICHARD H. EVENSEN

IN THE LETTER informing me of this award and luncheon, Mr. Barnett asked me if I might prepare a short speech appropriate to this gathering of persons interested in and working in the public relations phase of work for the blind. Later, in a telephone conversation, Mr. Barnett suggested a theme for my few words, but of course the opinions are mine, and we both hope they are intelligent opinions. The approach suggested is whether we blind people live in a world created by public relations people or whether the latter are trying to reshape a world now characterized by ignorance and superstition.

I am not competent enough to say much on the broad sociological questions suggested by this hypothesis, but I have for a long time wanted to say

something about the groups that are involved in either world, the one already in existence or the one to be brought into existence with the aid of public relations experts. These experts may be very interested in these groups; they may play important roles in leading these groups to commonly accepted general goals; but those of us who constitute these groups cannot leave all the work to the experts.

The groups I am talking about are, of course, the general public, whose understanding of the abilities as well as the problems of blind people we desire, the blind people themselves, who should understand their own abilities as well as the obstacles to integration into the society of the seeing, and finally, the workers for the blind, who should un-

derstand their important role in bringing the other groups closer together.

When we speak of public relations people creating a world in which blind people can live more comfortably and harmoniously with sighted people, it seems to me we should always include all groups involved in such a process; for to deal only with the first group to the neglect of the others smacks too much of supersalesmanship in which, regardless of its quality, the product—in this case, the blind—must be sold to the public. I am sure that public relations people are not trying to do this; therefore they must and they do, I am equally sure, turn their attention to include the other groups.

If we follow their example, we should ask what the blind can do to help the expert. Many of us who are blind can remember workers for the blind, both sighted and blind, teaching us, reminding us, urging us to do our job of educating and convincing the public of our value to society. I will have a few words to say presently about the job we have to educate and convince these workers of our worth; but as to our general task, we who call ourselves intelligent blind people cannot say we are always proud of our accomplishments in this direction.

Are there not still blind people who would accept a relief check or a job in a sheltered workshop rather than develop their abilities and seek the growing opportunities in work alongside sighted people? Or, from the other extreme, are there not still blind people who would prefer to be rude and maintain so-called independence rather than accept even needed help from others?

I know there are still such blind people, for my experience and that of others with whom I have talked admits the conclusion that most of us have committed these or other social misdemeanors at some time. Generally

speaking, it is foolish for us blind people to assume that we are the best, if not the only, means of realizing our own social salvation. On the other hand, what we think, feel and desire should never be disregarded because this created world we are talking about is one in which the blind are the chief creatures. This is the thought which, more than any other, underscores the few comments I have to make about the third group—the workers for the blind.

I wish to say at the outset that in discussing some of the shortcomings of workers for the blind as they perform their part in building this better world for blind people, I have gone beyond my own experience, for in fact many of the blind people with whom I have talked recently have made many of the same points about all groups discussed here but often enough about the third.

A central point in our conversations is the ever-recurring, never-dying point of view among workers for the blind that at best only a very few blind people can get very far economically and socially, that most of us will always have to depend on somebody, and *that* somebody is preferably a worker in an agency for the blind who believes he knows best, like "Father." I do not mean that all workers have this point of view; I do mean it occurs more often among sighted workers, and even among leaders in the field who profess what we like to think is a progressive philosophy of integrating blind and sighted people. I readily admit that such a philosophy does not necessarily mean the blind will become dependent; in fact it is easy to see that the goal of integration can be accomplished only with the loving (that is the patronizing) assistance of sighted workers.

I wish to give specific examples to prove I am not talking through the

proverbial hat; but I cannot be too explicit for reasons of ethics, and also because the agencies and workers I am thinking about do so much that is worthwhile that I do not want to run the risk of making the picture too one-sided and warped. But otherwise I could give names of persons and agencies when I suggest that it is hardly fair to a blind person as a human being, trying to make his way in this wealthy country of ours, to be paid less than he is worth, while his sighted counterpart receives more than he; or fair to another to be left on a pitifully small salary because he is no longer able to do what he once did well and conscientiously; or to a third to be called upon for help during an emergency but to be given the pickings or nothing at all when the emergency is over.

There are instances enough in other than the employer-employee relationship; like the elected officials, sighted and blind, of one association, likewise composed of both groups, who were shocked to discover that the membership did not accept their so-called forward-looking program in a pseudo-

democratic fashion. Finally (and this complaint is worn out from being mentioned so often), we still have to listen to these people telling us how to live our personal lives.

Please do not consider me just one more example of a bitter blind person; I am wise enough to know that these very same things happen among other authorities. In this respect I am reminded of something said by John Maynard Keynes, the English economist, to the effect that in a highly developed industrialized society, like the United States, want is no longer an economic but a social question; that the wants of groups on the margin of society must be met by definite social policies.

If we are to have integration all three groups briefly discussed here should cooperate to realize a better world for blind people: where the blind will have self-respect and the respect of others; where the public will accept us not as freaks but as human beings; and where workers for the blind will not maintain their iron grip on the blind but will continue to extend the needed helping hand.

College Scholarships, 1956-57

STARTING WITH THE 1956-57 college year the amount of the general scholarships awarded by the American Foundation for the Blind was increased to \$500 annually. This action was occasioned partly by the gradual rise which has taken place in the cost of everything, and partly because almost all of the grants recently have been given to graduate students. Expenses in professional schools are usually higher than in liberal arts colleges, and fewer sources of additional funds seem to be available to graduates.

Twenty scholarships were awarded for the current year, twelve to students who had received awards previously and eight to new applicants. Thirteen of the recipients are young men and seven are young women, and they are from eleven different states and the District of Columbia. Eighteen of them are graduate students and they are attending seventeen different institutions of higher education. The choice of desirable occupations for blind persons is somewhat limited and these students have confined their vocational objec-

tives to eight specific areas. That chosen by the greatest number of students, six, is college teaching, where the interest is primarily in history and international relations, with philosophy and psychology the other choices. Four persons have selected general social work, one, psychiatric social work, and two, home teaching as fields of specialization. Rehabilitation counseling, clinical psychology and law have been chosen by two students each, and teaching in a school for the blind by the remaining one.

The prospects of their successful employment seem particularly good. They are able and are specializing in areas which have been proved practical for blind persons. Several of them have been previously employed, or are doing part-time work at the present time.

Those whose general scholarships from the Foundation were renewed this year are the following: Nancy Barlow, Dunmore, W. Va.; Paul T. Behn, Jacksonville, Fla.; Marcialito Cam, Philadelphia; Geraldine Graham, Washington, D. C.; Merle W. Johnson, St. Paul; George H. Kettell, Philadelphia; Lillian Knoll, Springfield Gardens, N. Y.; Otto McIntyre, Chicago; Oral O. Miller, Ashland, Ky.; Eleanor A. Reeves, Hartford, Conn.; Donald Stuart, Chicago; and Jean Sullivan, Detroit. Eight new scholarships have been granted to: James J. Barnes, St. Paul; Ann Cavas,

Detroit; Sharon R. Cromeenes, Helena, Mont.; Nolan D. Kaiser, Pontiac, Mich.; Vernon M. Lee, Fort Pierce, Fla.; Arthur L. Miller, Landis, N. C.; William Pickman, Bronx, N. Y.; and Thelma M. Sharp, Philadelphia.

Of the nine scholarship students who completed their work last year: James J. Callan was awarded a Master of Social Work degree by the University of North Carolina; Alma Sue Cochran finished the Overbrook home teacher training course and went to a position in New Jersey; Ernestdeen Johnson received a B.S. degree and a teaching certificate from Florida State University and was given a grade of "A" for her teaching internship; George Eggleston completed his third year of graduate work at Howard University; Richard H. Evensen satisfied the course requirements for his Ph.D. degree at Boston University, majoring in government; Vera Gurrola finished her third year of graduate work at the University of California (Los Angeles); Donald Rutschmann graduated from the two-year course at the New York State Institute of Agriculture (ranking third in a class of eighty-three students); Paul Tapia completed the requirements for the B.S. degree in health and physical education at the University of New Mexico; and Harward Stearns received his LL.B. degree from Stanford University.

EDUCATORS TO MEET AT OSLO

THE SECOND INTERNATIONAL Conference of Educators of Blind Youth will be held at the Huseby Off. Skole for Blinde, Oslo, Norway, August 2-10, 1957. The chairman, E. H. Getliff, superintendent of the Royal School of Industry for the Blind, Bristol, England, has invited sixty different countries to send representatives on the

basis of their population, with the smaller countries entitled to two delegates and the largest to six.

Representing the United States will be: J. M. Woolly, Superintendent, Arkansas School for the Blind; Robert H. Thompson, President, American Association of Instructors of the Blind and Superintendent of the Missouri

School for the Blind; Josephine L. Taylor, Director of Educational Services, New Jersey State Commission for the Blind; V. R. Carter, Superintendent, Oklahoma School for the Blind; Seldon W. Brannon, Principal, Department for the Blind, West Virginia School for the Deaf and the Blind; and M. Robert Barnett, Executive Director, American Foundation for the Blind.

Attending the Conference in their capacities as members of the Executive Council are Finis E. Davis, Superintendent of the American Printing House for the Blind, and Edward J. Waterhouse, Conference Secretary, who is Director of the Perkins School for the Blind in Watertown, Mass.

The topics listed for discussion in-

clude: Parent Education; Functions of Housemothers in Schools for the Blind; Educational Facilities for the Amblyopic Pupil; Vocational Training and Placement; Curricular Problems in Rural Schools for the Blind; Extracurricular Activities; The Blind Child's Contacts with Seeing Children; Guidance and Vocational Counseling; Preparing Blind Pupils to Take Their Place in the World; Teacher Training; and Current Projects in Research and Study in the Education of the Blind.

Educators of blind children are entitled to attend the Conference as observers. They may obtain information concerning arrangements from Edward J. Waterhouse, Director, Perkins School for the Blind, Watertown, Mass.

Book Reviews

Conquest of Disability, edited by Sir Ian Fraser. New York, St. Martin's Press, 1956, \$3.75. 224 pp. Reviewed by Charles G. Ritter.

THE JACKET refers to the book as "the first of its kind," which immediately brings to memory another book, *Courage is the Key*, which appeared three years ago. Both books are compilations of accounts in either the first or third person of the processes involved in living with a disability. There is a difference between these two books, a marked difference, and I think it is that the first book's authors were writing for magazine editors and those in the second were writing in almost each case for Sir Ian Fraser. The second book, in a word, has not struggled for the staccato brightness magazine editors so often seem to want. So many of

Sir Ian's authors are at the greatest pains to explain exactly to him (and, of course, the reader) precisely how they have managed, and that makes it a particularly useful book.

Five of the twenty chapters have to do with blindness, and of these two deal with multiple handicaps. The other fifteen chapters, dealing with a range of disabilities from color blindness to paraplegia to stammering to amputations, are useful to workers with blind people because blind people sometimes have these other disabilities as well. Sir Ian has chosen a cross section, from mainly the British Empire, with war casualties, congenital and adventitiously acquired disabilities, and he has let each author speak for himself (only three of the chapters are not autobiographical). When a man makes a statement which is not medically accurate, it has been allowed to remain since it is what that writer be-

Charles G. Ritter is consultant on special aids and appliances at the American Foundation for the Blind.

believes and does not affect the usefulness of the account.

The blind people include a teacher in a university, holder of an important editorial post, organizer and manager of horse shows. The blind bilateral arm amputees run a travel agency, a retail shop, a telephone switchboard.

The one fault so often present in autobiographical stories of this sort is a forgetfulness of what the real problems at the beginning were and how they were overcome. It is suspected that Sir Ian was an admirable catalyst in these instances, for his writers, by and large, do manage to remember.

Services for Children with Vision and Eye Problems. A Guide for Public Health Personnel. Prepared jointly by the Committee on Child Health of the American Public Health Association and the National Society for the Prevention of Blindness. New York: The American Public Health Association, Inc., 1956. Reviewed by Janice W. Harris, Ph.D.

FIFTH IN A SERIES geared specifically to public health personnel, this volume can be used independently of or in conjunction with its companions. Organization, format, and level suggest high potential value to community leaders generally and to interested parents' groups, both of whom would be well-advised to read the first volume, *Services for Handicapped Children*. The over-all philosophy is the development of services for special groups of handicapped children within the context of community plans for all children with handicaps. Successive volumes discuss provision for the special needs of children with cerebral palsy, cleft lip and cleft palate, dentofacial handicaps, diabetes, emotional disturbances, epilepsy, hearing impairment, heart disease and

rheumatic fever, orthopedic handicaps.

As it happens, the volume specifically under consideration is, despite its emphasis on "preventive and other public health implications of eye disabilities" (Foreword, p. 9) concerned with educational and social problems of the community, and directly addressed to educators. Intent is excellent; recognition of individual differences among children with visual handicaps is clearly expressed. The reviewer's impression of an unpraiseworthy avoidance of the word "blind" was somewhat dispelled by the concise and useful differentiation between the legally blind and the educationally blind child (see page 14). Unfortunately the definition is marred by the ambiguity of the statement that "The differences between the blind and partially seeing children are great . . ." This is the insidious sort of comment that stays with one when context has been forgotten. In context, one legitimately may question our knowledge of the extent to which the average sighted child depends on touch and hearing for learning.

Among the noteworthy items are the able discussion of the uses of registers; the tie-in of eye examinations with general examinations; the illuminating discussion of educational placement, stressing hearing ability as an important factor; the provision of a glossary in Appendix G; the pertinent discussion of the role of individual, family, and community attitudes in creating an environment favorable to highest development of individual potentialities; cogent recommendations for integrated community programming and for coordination of type of program with type of research needed. The section on the vocational aspects of care is well-conceived, but would gain from emphasis on individual differences in functioning at the same visual level. The glossary does not distinguish be-

Dr. Harris is a research analyst in community planning in the professional services division of the American Foundation for the Blind.

tween ophthalmologist and oculist: do public health personnel use the terms interchangeably? Fence-straddling is all too evident in the discussion (on page 68) of the residential school, into which the reader can read what he will. A split-personality seems to pervade, for the first paragraph of the following page is a thoughtful, unambiguous commentary on the enrollment of a child in a residential school.

The section on Research may well scare off interested communities with its comment on the expense and time-consuming nature of surveys, and mislead some with a too hopeful view of the possibilities for the use of records and reports of existing services. Their reliability must be certain if they are to be utilized for planning purposes. Records and reports as they stand may be woefully inadequate. As for the assessment of time consumed and expenditure involved in a survey, this has its subjective and relative aspects.

More meaningful material on research and community resources would be helpful. It would almost seem as

though the ancient principles of "Don't do as I do, do as I say" had been followed by the compilers in their exploration of existing community resources. Just as an example, the discussion of the coordination by a central organization of independent but related local research activities cites as appropriate central organizations, "a state department of health and education, the National Society for the Prevention of Blindness, or the Children's Bureau" (p. 86). True, the wording does not limit the frame of possibilities, except by implication. But in offering a guide, it is well to be explicit. Even more curiously, what is referred to as a "not necessarily complete" list of sources of information on standards for professional services, training, and experience in *Services for Handicapped Children* omits any reference to national organizations for the blind.

Potentially useful as the series is, the public to which it is addressed had best be advised to read critically and supplement with more adequate bibliography than the guides offer.

Special To Subscribers

Miss Margaret Fay, Circulation Manager, calls attention to the importance of early notice of change of address in order to avoid missing an issue. The circulation department must have changes of address by the middle of the second month preceding an issue in order to assure mailing to the correct address.

We are in short supply of certain issues in the ink print edition, some going far back into the early days of this publication. If you have any of these and are willing to part with them, will you communicate with the managing editor? Payment will be made for them, the amount depending upon the date of issue:

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1933, Vol. XXVII, No. 2, No. 3, No. 4, No. 5
1942, Vol. XXXVI, No. 3
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1954, Vol. XLVIII, No. 8

Editorially Speaking

TODAY NO IMPORTANT successful industry in the nation can possibly compete with the times unless it has a positive, constructive and long-range public relations program. This is evidenced by the fact that more and more public relations officers of industry, commerce, transportation and communication are elevated to the positions of vice-presidents, sitting in with management when important decisions are reached.

If the social agencies, including agencies for the blind, are in danger of being labelled "Johnny-come-latelies" in the field of public relations it is perhaps partly attributable to what used to be called public relations but was in reality nothing but promotion, advertising, press agency, cheap tricks, gimmicks, and at times downright misrepresentation. Most social agencies, to their credit, could not accept that approach.

But the time has come for a new appraisal of good public relations. Some agencies are already discovering that neglect may be costing too much.

Recently a producer of a well-known television show went all out for what he thought was a good cause. He was going to show how willing he was to help meet the challenge of blindness. The resulting production dealing with blindness in a family was maudlin, full of false sentiment, used all the old clichés and the taboos—or as one blind listener said, "It reeked."

But the producer got many fine letters praising him for his sympathy for the blind.

Naturally the letters which came from agencies for the blind and interested blind people were all negative.

In a private conversation the producer let out his spleen. "I don't get it," he snapped. "You say what we did was wrong. You say we didn't do the cause of blindness any good because we misrepresented blindness and all it stood for. But good heavens man, the public liked it. I've got proof of that."

When advised that the public was apparently as misinformed about the real meaning of blindness as he was he really hit the ceiling.

"Good Jehoshaphat," he snarled, "that isn't *my* fault. Why the so-and-so doesn't somebody inform the public then?"

A legitimate question.

Most of us are beginning to think it is high time to stop blaming "the public" (whoever they are) when they do, think or feel the wrong thing about blindness. It is up to somebody—us, of course—to do something about it. Some day we *will* be able to break down the age-old public misconceptions about blindness that are so thoroughly grounded in history. It will take time. It will take patience. It will take much improved public relations.

Public relations is nothing but good, productive, stimulating and creative relations with the public.

It is, of course, much more than merely disseminating information. That is part of it. The duties of true public relations are many, and all of them are sacred. We should, of course, develop greater public comprehension of blindness—a better awareness of what the various agencies can do and are doing. Above that we should strive to create a favorable atmosphere and environment for future acceptance of new and

progressive ideas in our work. We should do even more than that. We should learn to *anticipate* attacks on our work and on our achievements, forestall them, and then counter them when necessary. We should remind the public continuously of the true meaning of blindness.

It is work for everybody. This should certainly begin with those who are blind, those who work with the blind, and all in fact who read this—and many, many more. But as in all good work in all fields specialists will be needed.

Every agency for the blind should explore every possible means to create a department of public relations specialists on its staff. If that cannot be done, the agency should avail itself of public relations counselors—many of whom will be glad to help.

Our civilization is getting too complicated for everybody to be an expert in dealing with everything. We need specialists even in public relations. We have specialists in almost every phase of work for the blind—but less than nine per cent of our agencies have any public relations programs at all.

The American Foundation for the Blind is trying to do its part—by holding public relations workshops, for one thing. One such workshop was recently completed. More, we hope, are coming.

Meanwhile, let's keep the thought in mind: if the public thinks wrong thoughts, does wrong things, feels wrong emotions—whose fault is it?

An answer to that question will create the kind of atmosphere we ourselves need to begin good public rela-

tions work—among ourselves, and with the public.

THERE IS A ring of persuasive sincerity in the estimate of the attributes, both commendable and otherwise, of blind persons themselves and of workers with the blind, which Mr. Richard Evensen voiced on the occasion of his acceptance of the Captain Brown Award for Outstanding Scholarship, in January. The sincerity, the objectivity, the unemotional factualness of Mr. Evensen's views lends to them a constructive quality that is often missing from other criticisms—some of which, in accordance with our purpose of providing a medium for open discussion, we have occasionally published in spite of their being rooted in sharp partisanship.

We commend Mr. Evensen's remarks to our readers, who are mostly workers for the blind, for attentive reading. They appear on page 120.

BY WAY OF addendum to the foregoing, our anticipation of desired manuscripts from writers who take exception to published views of other writers will apparently not be realized by the mere inferential suggestion that a viewpoint expressed in these pages invites others of alternative persuasion. Opposite or alternative views are sometimes felt and expressed by our readers in other ways than by statements submitted for publication. But as a means of serving the purpose of stimulating profitable discussion, we crave manuscripts, and therefore we here voice again an invitation to new writers as well as others to come forward with their convictions.

Hindsight

By **M. ROBERT BARNETT**

HEAR-A-BLONDE?

It just seems that society isn't going to let me adjust to my lack of sight. This time the pressure was applied by my son and a friend whose father had been reading about the venture of the Lion's Clubs into the world of electronic science.

As I returned home one evening my buoyant ten-year-old boy burst into the room with great news for dad.

"Hey, Dad," he fairly yelled. "They've got an invention out now that will let you see television!"

Quickly my mind ran through the recent reports from the Foundation's research division, seeking for some clue to a device that purports to "see" television. Failing in this, I pressed the boy for more details. He brought out the local suburban weekly. There it was — on the front page: **LIONS CLUB JOINS NATIONAL CRUSADE TO PROVIDE SIGHT-RESTORING DEVICE TO THE BLIND.**

Further reading identified the gadget as the Hear-A-Light, a pen-shaped device to be held in the hand with a small amplifier hanging over the ear. The Foundation has had mail from practically all over the world inquiring about it. As time goes by there will be some fairly accurate information available for those of us in this professional field, since efforts are now under way to include this latest device in the same field test that already had begun with relation to the Witcher-Washington Optical Probe.

From what we already know, you can be assured that these two gadgets are highly limited in their practical application, and sensible people concerned

with either of them actually must await the result of field testing before any claim about even those limited usages can be made with assurance.

In the meantime, I discovered that the seeing of television with the gadget was really the result of the two lads' wishful thinking on my behalf. Actually, the article did not specify such a usage. Upon reading it for myself, I learned with amused surprise, however, that a blind person can even tell, with its aid, the difference between a blonde and a brunette. Even if this is an attractive feature for Lions, with their visual prejudice, it may come as a surprise to them that blind people do not split hairs about blondes and brunettes.

BALCONY BRAILLING

The foregoing item reminds me of a chat I had once with the well-known comedian, Steve Allen. Like the electronic scientists, he had put his mind on the subject of substitutes for sight. It had struck him that if images could be presented instantaneously in raised relief, the blind person could use his touch in standard fashion.

"Just think of it," Steve Allen mused. "When you were going to the theater you'd have to call it the 'feelies' instead of the 'movies'."

CLASSES FOR THE MASSES

Quite sincerely, and with no wish to be provincially smug, I cannot help but express again the thought that America really is a land of opportunity. This time, I mean opportunity for blind persons, and the inspiration was provided in the reading of an article by F. E. Davis in this issue of the *New Outlook*.

We especially recommend the article — "Ninety-nine Years of Service." It is about the American Printing House for the Blind, of which Mr. Davis is the superintendent. While the data

therein is apparently a simple history and description of APH, it essentially is a history of this country's development of educational programs for the youthful blind. It might well be a "must" chapter in every textbook for students of blindness. Regardless of occasional tugs-of-war in the field, one cannot help but be impressed with the land of educational opportunity that it reveals.

As just one indication of the insight revealed throughout the article, we picked the following statement, admittedly with a purpose in so doing: "The most important recent trend in education of the blind has been the very great increase in the numbers of blind children because of retrolental fibroplasia, which has resulted in an unprecedented expansion in the number of blind children going to public schools. Not only has the number of public school classes for the blind increased by leaps and bounds, but also the number of individual blind children going to public schools which do not conduct special classes for their benefit."

I picked that particular quote for two reasons. First, I congratulate the APH for swinging into action to meet a new challenge in service. Second, even I would have hesitated to put it quite so strongly for fear of a charge of bias.

HE'S FROM MISSOURI

The Foundation's mailbag usually is full of challenges to one's ingenuity or knowledge. Sometimes the answers to questions are a real test.

Perhaps others would like to try their

hand at answering a letter we receive from a prospective donor a few days ago. The best reply in less than one hundred words to the man from Missouri will be gratefully used — also printed herewith:

"I beg to inform you that I am interested in the welfare of the needy, and do help such as far as I am able.

"I am not able to understand just why you ask for help for the blind. In the state of Missouri the blind get sixty dollars per month, the same amount as the oldsters who are totally disabled.

"It is evident that such provision is made in all the states, including New York. Such provision includes the children in case parents are not able to provide for them.

"Yours respectfully, . . ."

In preparing an answer, one must recognize that the man from Missouri has at least attempted to understand a complex subject. What would you say to him?

SOMETHING NEW IN GIMMICKS?

A contributor from Erie, Pennsylvania, writes: "I always gave to and helped the blind, felt sorry for them, but early this month, I saw a 1957 calendar of a blind organization with a picture of a nude woman on it, so I am now totally unsold on the blind organization and work."

We know the Foundation isn't using such a calendar, nor the BVA, nor anybody else that we know about. Whoever you are, would you please send us one. It's important in studies of contributor reaction to see the cause, and this one merits especially careful study.

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"While they were saying among themselves 'It can not be done' it was done."

—Helen Keller

The Role of the TRAINING SUPERVISOR

THOMAS GILMARTIN

IT SEEMS TO ME THAT perhaps the most logical approach to a discussion of the rather lengthy title of the subject assigned to me, "The View and Role of the Training Supervisor in the Rehabilitation of Blind Persons," might be to draw upon my own experiences, outlining and analyzing some of my own duties, responsibilities and concepts of rehabilitation as a supervisor of a training program in one of the larger, private multi-service agencies for the blind and see if in this way we could arrive at a generally acceptable idea of the function and role of a training supervisor.

The part played by the supervisor necessarily varies, depending on the size and scope of the program and on the number of personnel available. In a small agency with a limited budget, personnel and facilities, he may have to function, for example, as instructor

and counselor, in addition to his regular supervisory responsibilities. But as mentioned before, we shall restrict ourselves here to the role of the supervisor in a large agency operating a day center rehabilitation program.

First of all, I think we should briefly outline some of our concepts of an adequate rehabilitation program for the blind. A good training program should be equipped and prepared to meet most, if not all of the varying needs of those applying for rehabilitation services, either directly or in cooperation with other appropriate community resources. These needs may be teaching only one or more adjustment techniques or skills, such as braille, foot travel, typing, household activities, etc., counseling toward suitable employment, psychological testing and evaluation, referral for necessary physical care and treatment, or referral for preliminary casework or psychiatric help or more intensive training, such as adjustment, evaluation, pre-vocational and vocational training. For those who are accepted and in need of this more intensive training, the supervisor and other staff should exert every effort, initiative and approved means avail-

Thomas Gilmartin is supervisor of training at the New York Association for the Blind. This paper and the one on page 135 by Sidney Stark, "The Role of the Rehabilitation Counselor," were presented on the same panel, "The Rehabilitation of Blind Persons," conducted at the annual conference on March 7, 1957, of the Greater New York Council of Agencies for the Blind.

able in order to guide and help the trainee to develop and achieve his maximum potential. This counseling and help should be aimed toward achieving as high a degree of personal adjustment and independence as possible, good work habits and work tolerance, as well as a satisfying, mental perspective to want to try to reassume his proper role in the family and community.

Adequate Staff

Of course, essential to such a program is an adequate staff of not only qualified workers but ones possessing personal qualities of warmth, patience, adaptability and a deep sense of responsibility and feeling for people. The kind of atmosphere created in the training rooms and the individual relationships established between instructors and the trainee go a long way in building up confidence in the trainee, as well as motivating him to try to achieve his highest level of work performance. Also, ample space, adequate equipment and a variety of useful and meaningful work operations should be employed. This is particularly true during the evaluation period of training where the trainee, especially the newly blinded one, needs encouragement, proof of accomplishment and individual attention. The use of the various tools and devices employed in the program should help him realize that he can still do some of the things which he may have thought impossible without vision. We may say, then, that rehabilitation is the effective utilization of all the necessary resources of the agency and the community in order to effect a satisfactory adjustment of the blind person to his environment physically, emotionally, socially and economically.

Coordination and Planning

What role does the supervisor play in such a program? In any organized pro-

gram of work, whether it be business, industry or rehabilitation of the blind, someone must help plan, coordinate and bear the burden of implementing the program. In a training program for the blind, a large proportion of these responsibilities is carried out by the supervisor. Since a considerable part of his working day is spent in making decisions and more especially in directly supervising the work of other staff members, he should not only be adequately trained in the field of rehabilitation and have a broad, general background of experience and understanding of the problems of blindness but equally important, certain personal characteristics which would enable him to serve more efficiently. Foremost among these characteristics should be a high degree of emotional stability and objectivity in his dealings with the staff and in other situations requiring his attention; also he should be available and receptive toward worthwhile suggestions but at the same time firm and decisive where prompt and positive action is essential. A pleasant, friendly, teamlike approach with workers when seeking solutions to problems helps to gain the sought-for confidence, respect and cooperation of workers and others. Demanding ways and autocratic behavior hinder the smooth operation of the program and in turn may result in less effective planning and less efficient services and benefits to the trainee. As mentioned before, the chief function of a supervisor of training is to counsel and direct the work of those assigned to him and to assist in planning, interpreting, coordinating and implementing the policies and program.

Now let us show in some detail how we think some of these specific duties and responsibilities can be met. The actual job of counseling and training each individual enrolled in the training division is done by the individual

counselors and instructors. It is their function to work directly with a number of trainees assigned to them. They plan and follow through with the trainee most phases of his program. The supervisor, on the other hand, must concern himself with and be responsible for the over-all effectiveness and results achieved by each individual worker. Therefore, in order for him to assure to his satisfaction the effectiveness and achievement of the program as a whole, it is advisable for him to organize and follow some specific methods and procedures of evaluating and supervising the work of his staff.

Various effective techniques are used by different supervisors. Here are some which we have followed and have found helpful. I am sure that you will recognize nothing original about most of them. Important as it is to establish good working relationships between the worker and his client, so it is between the supervisor and his staff. This can be accomplished by arranging regular and specific conference periods with each worker and at these times get to know and understand him as a person; learn his strengths, weaknesses and aspirations; make him feel comfortable, at ease and free to express himself; listen to his ideas and suggestions; and discuss them with him even though you do not think his solution or idea practicable or suitable, always giving him your reasons if that is the case. If, on the other hand, while reviewing and talking through with him the progress and future plans of his clients or other problems, he comes up with a good and suitable answer, compliment him by giving him the recognition he deserves. If you discover that one of your staff has an unusual talent or skill for a particular technique or operation used or needed in the program and if he is willing and interested, make use of it. It gives him the opportunity of develop-

ing this special talent and perhaps becoming an expert in it. It also enables him to do what he seems best suited for and may want to pursue. In addition, it can help you and the agency provide a better quality of service to those seeking such assistance.

Staff Group Sessions

As well as meeting with the staff individually, frequent group sessions with the staff should be scheduled for the purpose of reviewing, evaluating and collectively thinking through and trying to resolve some of the more difficult problems posed by individual trainees. These trainees may not be responding or progressing in the training program as well as had been anticipated by their counselors, instructors and others. At times, those outside the division, such as medical workers and caseworkers, who may be actively working with a specific client, are invited to attend these group meetings to assist in the individual planning and action to be taken. Besides discussing the adjustment, training and progress of the trainee, new methods, procedures and ideas which may be helpful to improving the general program may be introduced and evaluated by the group. New plans and procedures, already accepted and ready to be put into operation, are announced. Also questions of general policy are answered and interpreted. Occasionally speakers or staff members from other agencies are invited to attend meetings to talk to the group on various matters related to their work. This attempts to make each one aware of and helps keep him up-to-date on many of the latest developments and much of the current thinking in the field of rehabilitation and other related areas. How effective and useful to the program and staff these group sessions are depends largely on the skill and ingenuity of the supervisor. It is usually

his job to draw up the agenda, lead and direct discussions, making them as interesting and meaningful as possible and try to stimulate and encourage all those present to participate actively. Also he should follow up and make certain that all accepted suggestions and recommendations be carried out either by himself or by those to whom they have been assigned.

Another important part of the supervisor's activities is reading reports and records and seeing to it that adequate, pertinent and up-to-date information is recorded by the workers and kept on file. These records should include information concerning each trainee's specific training, as well as the over-all planning and progress he is making. The manner in which these records are written and kept not only helps to serve as an aid to the supervisor in evaluating the work of the counselor and instructor but also is a source to which he and others can refer when seeking certain specific detailed and necessary facts about a trainee. It is primarily through the record that the supervisor may familiarize himself with the client and his problems, learn the kind of training he is receiving, how he is doing and what has been planned with him. He also may use it when appraising the trainee's progress, either with the worker or other interested parties. Agencies under contract with the State Vocational Rehabilitation Service and the Veterans Administration to provide rehabilitation training for their applicants must fill out and submit to them periodic, detailed and accurate reports on their clients' progress through each phase of the program. If a methodical, up-to-date and meaningful system of maintaining records is not kept, it would be almost impossible to meet their standards and to comply with their requirements. Thus the mutually beneficial and cooperative arrangement

between governmental and private agencies which now exists would be seriously threatened if not destroyed altogether.

Controlling Staff Load

Another significant responsibility of the supervisor is to control the intake of those requesting rehabilitation services and considered ready and eligible. In a great metropolitan center like New York City, where a large population of blind people are concentrated within comparative proximity to the rehabilitation training center, large numbers of them seek such service and can and should be helped to secure it as quickly as possible. However, because of these large numbers and despite the strenuous efforts over the past several years on the part of the agencies to expand and try to meet these needs, there are still some physical and personnel limitations. Therefore, in order to avoid overcrowding training rooms and overtaxing, in some instances, already overworked staff, it has become necessary to carefully select and screen those accepted for enrollment in the program. Some of the determining factors which may influence the decision not to accept some applicants for an intensive and prolonged period of training are: serious physical illnesses and disabilities determined through medical examinations which severely limit work tolerance and restrict training and work operations; serious emotional illnesses requiring intensive casework or psychiatric help; severe mental retardation; sometimes age, which might practically nullify the feasibility of ultimate suitable employment; and those considered by the supervisor and others not yet ready for or perhaps not sufficiently motivated toward training to derive at least minimum benefits from it. Also at times it may be necessary and regrettable to delay the commencement time

of training for some — ready, anxious and in need—to prevent overcrowding and to enable those already in training to receive from the available staff their full share of time, concentration and counseling needed in order to achieve the maximum results.

Time allows only mention of a few more of the functions of the supervisor. Some of these include working with the director in drawing up over-all procedures and policies to be followed, planning and doing various surveys to determine the effectiveness and needs of the program, exploring new ways and methods of improving the program and interviewing, and selecting and orienting new staff to the job when needed.

Let us finally sum up by saying the

rehabilitation of the blind is a serious business. It can give renewed hope, confidence, independence and economic security to many who thought that with the loss of sight went the loss of everything worth-while and that they must spend the rest of their lives not only without sight but in idleness, total dependency and despair. It is, therefore, essential for us to staff our programs with not only the best trained workers available but also those with a deep understanding of human emotions and behavior, having sympathy without pity, forward-looking attitudes and ideas, and a willingness to give just a little more of themselves and their time to a guy who may need an extra boost along the way.

The Role of the REHABILITATION COUNSELOR

SIDNEY STARK

ALTHOUGH THERE may be a wide diversity of program content, methods and techniques among the existing adjustment centers for people who are blind, some common elements are identified in the findings of the Spring Mill

Sidney Stark is vocational counselor at the Industrial Home for the Blind, Brooklyn, N. Y. This is a companion paper to "The Role of the Training Supervisor," by Thomas Gilmartin, on page 131. Both were presented at a panel discussion of "The Rehabilitation of Blind Persons," at the annual conference on March 7, 1957, of the Greater New York Council of Agencies for the Blind. The full title of Mr. Stark's paper as it appeared on the program was "The Role and View of the Rehabilitation Counselor in a Rehabilitation Center for the Blind."

Conference which was sponsored by the American Foundation for the Blind and the Office of Vocational Rehabilitation in 1951 and which dealt with adjustment centers for the blind. The agencies present agreed that the approach to the client is on an individualized basis, and that the client is a total personality who is evaluated by the team approach. Also, the program is organized and systematic and is intended to help each individual gain insight into his physical and psychosocial needs and provides exploratory or try-out work experiences to more thoroughly evaluate the aptitudes and

skills of each individual and to develop desirable work habits and attitudes.

With this partial reference of common elements in mind, it seems possible to delineate the role of the counselor in a rehabilitation center for the blind. The primary focus of the counselor is upon the client's vocational problems. The counseling process is a continuing one and consists of helping the client understand himself and develop in relation to his vocational possibilities. The principle means to accomplish this is through evaluation, which is a diagnostic and prognostic picture of the client from a vocational standpoint. This evaluation process continues until the client has received maximum benefits from the program.

Who is the client that comes to the center for vocational rehabilitation services? He or she is a legally blind person who is seeking help and guidance toward a vocational goal, usually unknown. There the common factors end. He may be congenitally or adventitiously blind or partially sighted; he may be from seventeen to fifty-five years of age; he may come from every conceivable educational, socio-economic and cultural background; he may have no work history or a successful one; he may have secondary health problems; his interests, aptitudes, intelligence cover a wide range; his attitudes, and adjustment, including that towards his blindness, may be warped or reasonably healthy. In fact, the client is a complex and unique person, and that is what makes the counseling process such a challenging one, requiring all the skills, knowledge and creativity that a counselor can apply to be effective.

Although there are some who might come to some centers for assistance in other areas, most clients come to a rehabilitation center for help with their vocational problems, and I shall deal only with this particular aspect.

Before he sees the client, the counselor may have the reports of the social service contacts with the client, medical reports and often some summary of his background from an agency such as the State Vocational Rehabilitation Service or the Veterans Administration, who may be sponsoring the client. This gives the counselor and the rest of the staff who will have daily contacts with the client some basis on which they may begin to plan for and with the client.

The day arrives when the client comes to the center. For him, this may be a move in the direction of a first job after having attended a residential school or after years of successful employment as a sighted person. This is a significant step for him as it often takes great courage, for the future is, to a large extent, vague and unknown.

The initial orientation and introduction to the center is intended to establish a friendly relationship with the client, to give information about the routine of the center, and to review its purposes and goals. It also provides an opportunity to get an initial impression of the client, although, of course this is tentative.

The Evaluation

How does the counselor gather his information for the evaluation? He may get this from his own observations, through the daily observations of the supervisor and the instructors who may include the occupational therapist, corrective therapist, and manual arts therapist. The clinical psychologist's diagnosis and prognosis, including the person's personality structure, level of intelligence and probability of the person's capacity to benefit from the rehabilitation process, are carefully noted.

There are some basic areas and factors on which the counselor will center his observations, and while it would be most impractical to mention many of

them, I would like to point out a few that seem of greater significance.

One area is in that of activities of daily living, or, personal management. The counselor is concerned with the client's knowledge of and ability to use any or all techniques useful to facilitate and make more independent his daily functioning. These techniques include those in personal grooming, the ability to sign one's name, make change, dial a phone and so on. These skills have a greater or lesser degree of importance to the work situation, aside from their desirability in ordinary living. Knowing and using special techniques, if there is a need for them, may increase the client's confidence in many subtle ways, and it may even bring him closer to accepting his blindness, if he has denied or resisted it. The counselor, then, is interested in what the client can do, how he can do it, and how he reacts to learning these techniques.

Another important area that the counselor evaluates is the client's mobility. Can he travel independently and safely? The counselor often finds resistance to instruction in cane travel by the partially sighted person who may insist that he has no need for a cane, even though it has been observed by the instructor that he has difficulties in certain situations. Under more extreme circumstances, the counselor will consult with the client to help him gain greater understanding of his needs. Aside from other factors, the ability to travel safely, for example in the factory, is obviously of great importance not only to the client but in relation to the willingness of employers to hire or retain workers. The client may sometimes accept his blindness more readily as he sees other clients in the center accepting the cane as a practical aid for their convenience and safety, rather than as an objectionable symbol.

Corrective therapy is another area

used in evaluation. Here, the underactive may find added vitality and the pent-up aggressions of some may find release through prescribed exercises. How this may carry over into other areas of performance is of interest to the counselor.

The work exercises are a means of evaluating the capacities and interests of the individual along more direct vocational lines. These exercises are not intended to train a person in a particular skill, but help develop basic work skills and the use of simple tools through a wide sampling of actual industrial jobs. It is possible to estimate the client's ability to learn various operational sequences and to retain them, from the simple to the complex; to handle various sizes and shapes and types of textures and composition; to manipulate assembly types of operations to power machines. One is evaluated on how he may use his residual vision, his tactual sense, spatial visualization, coordination; on whether he works safely, what his work tolerance may be, his awareness of work discipline and habits; whether he is methodical or disorganized. One may discover whether the client likes the repetitive or the varied type of work, the simple or the challenging. And so on.

Another major area of evaluation is the social and emotional adjustment of the individual, and this may well be the critical weakness in the threads of the rehabilitation cloth. The client's attitudes towards himself and others is reflected in his behavior, and thus it may be observed in the diverse areas of the center's program. It may be seen in the informal atmosphere of rest periods or at lunch, or in the more formal atmosphere of the group discussions.

One of the outstanding problems, although by no means universal or in equal degrees, is inadequate adjustment to blindness. The counselor may con-

sult with the client on a supportive basis, or suggest planning in the program to the other members of the staff that might help the client gain understanding in more indirect ways. It may be felt that the client's needs may best be met through the help of the social caseworker or psychiatrist.

Of course, any extreme behavior is noted, from the withdrawn and docile to the over-active and hostile. The client's blindness—the when, how and what—are important to know, as it will throw light on his attitudes and behavior to some degree. But the positives as well as the negatives are part of the whole, and should have equal emphasis; still it is the negatives that are of particular importance to the counselor because it is these that will require the greatest help. Successful rehabilitation is at best tenuous if the client has serious emotional maladjustments, no matter how great his skill.

I should like to stress here that much of the evaluation is achieved through the observations of the individual staff members, and through the staff as a team, and may include members of outside agencies. It should be the counselor's responsibility, though, to take all the information and gather it into a picture of the client. Sometimes it may only be a sketch, or it may be a jig-saw puzzle with many parts missing, but there should be sufficient evidence to be able to make an initial evaluation.

One should be able to determine, after this comparatively short period of perhaps four weeks, whether the client could benefit from continuation in the program in the prevocational phase, whether he can be recommended for training elsewhere of a specialized sort, or whether he is not ready at the time for training and whether other services may be needed. Tentative recommendations may be made for planning the future course of further development

and/or exploration of his potential.

While the client, at his request, is free to discuss any problem with the counselor at any time, or the counselor may have wished to interview the client about a particular matter, the first formal discussion with the client about his progress is held at the end of the initial evaluation period. By this time, the client has begun to have a better understanding of his needs and the goals of the program. Thus, the evaluation interview is a time of discussion and interpretation of the findings. It centers around the client's strengths and weaknesses, how the center may help him with his needs, and tentative plans. The client reaction to the program and the evaluation findings are elicited. The client is free and encouraged to challenge all or part of the evaluation, to accept or reject it.

The Prevocational Period

If it is mutually acceptable, the client enters the prevocational period. This may be spent in developing and exploring the client's potential and in helping him further gain insight into and acceptance of his capacities and limitations. Periodic interviews to discuss the client's progress are held, and at any other time that it is felt necessary by the client or the counselor.

Information may be given to the client about the job market at any time in the rehabilitation process, but it is more usually during this period as the client develops that this has greater meaning, and he may even be sent to a special workshop for a tryout under conditions more like those in private industry.

After an indefinite period of time, depending on the speed of his development and his capacity, the client reaches the point where he has received maximum benefits from the center and he may be ready for placement.

Whether the counselor does the placement or not, it is still necessary for him to understand the client in relation to a realistic job goal. This, first of all, must have been worked out during the rehabilitation process should the client feel he is "able to do anything another blind man can do," or that he is quite incapable of doing anything. I might say that the former attitude seems to prevail more frequently than the latter.

If a placement specialist is part of the staff, sufficient information about the job and client should be exchanged between the counselor and the specialist so that job and man should match more satisfactorily.

I have tried to delineate the role of the counselor, and perhaps all I have succeeded in doing was to delineate the role of a counselor; however, now I should like to present, in conclusion, some views of a counselor.

It is understandable why little has been done in research because of the newness of the concept of the rehabilitation center. The practical, everyday work of providing service must and does go on, and new ideas are discussed and tried out. Empirically, we are quite sure of its worth; we see people, who,

without the service of a rehabilitation center, we know might well be confined to their homes as useless and hopeless people, and instead they are working and one gets a feeling of great satisfaction. But we also recognize that we do not know enough about the extent and degree our services may be helpful to the client through objective studies. If we are to improve our service, this kind of study is needed.

As one of the principle tasks of a counselor in a rehabilitation center is evaluation, it is quite evident that he must have the most effective tools with which to work. One of them is objective testing. Unfortunately, there is a dearth of this means of diagnosis and prediction, not only in the manual skills, but in the broader sense, including intellectual capacities.

Seeing the increasing interest in the field, one looks into the future with optimism to the continued growth and improvement of rehabilitation centers for blind people, and to expanded opportunities for employment through the greater understanding of the public, so that many more men and women will have the opportunity to lead fuller, more constructive lives.

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BLIND PATIENTS AS Domiciliary Members

C. W. BLEDSOE

This article is a revision of one section of a lecture delivered on February 24, 1955, at Veterans Administration Center, Kecoughtan, Va., in a teaching program of blind rehabilitation therapists, physical therapists, occupational therapists, corrective therapists, and nurses. Another section entitled "Preparing Patients for Transfer to the Central Basic and Remedial Adjustment Unit for the Blinded, Veterans Administration Hospital, Hines, Ill.," was published in G-1, M-2, part VIII, dated May 20, 1955.

AMONG OTHER information presented regarding the Veterans' Administration blind patients who should be transferred to the Basic and Remedial Adjustment Unit for the Blinded at Veterans' Administration Hospital, Hines, it should be pointed out that going to Hines means going back to the sighted community afterwards. If it does not mean getting a job, at least it means getting along outside an institutional environment. These things can be achieved by other means than by going through Hines, but the blind program there is geared and charged to bring about the achievement of the veterans' reunion with the seeing. This fact is inescapable. So completely are attitudes of personnel at the Hines unit slanted toward this objective that it can be very upsetting emotionally to any individual who, for some reason, cannot face life outside an institution. Every effort is made, therefore, to avoid the admission of anyone who would break down when

confronted by the necessity to return to the community.

On occasion in Veterans' Administration centers, blind domiciliary members have been rehabilitated to the point of employment outside an institutional environment. But, generally, the constellation of factors present in the life of the blind domiciliary member gives most of us cause for thinking long and carefully before we encourage him to embark again on further adventures outside a home for the aged.

As a rule, the blind patient who is a domiciliary member is confronted with more than the hard fact of not being able to see. In checking 337 individuals, we found fifty-four had serious mental or neurological disturbances, sixty-five had serious physical disabilities besides blindness. The average age was 58.2 years. As a rule, they had already begun their lives over many times.

There is a Latin motto which reads, "Learn as though you were going to live forever. Live as though you were going to die tomorrow." It must be on some such basis as this that we help those on whom life seems to be closing in, as it seems to be so often in the case of a blind domiciliary member. The more desperate a man's situation is, the more important philosophy becomes.

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With rehabilitation of young blinded veteran-patients, it may be enough sometimes merely to be clever. With the old blind domiciliary member, you must be good.

In the vast dynamic and ambitious setting of American society in our times, it is necessary to focus on homely, personal problems. This means the therapist, as well as the patient, must come down to earth. We must ask ourselves, concerning the patient: Is he able to take care of his own personal hygiene? To look after other personal matters for himself? To get around inside the ward? Inside the grounds? Outside the grounds? Can he hear anything? Does he keep up with his family at all? Does he want anything?

Once an old domiciliary member in a Veterans' Administration domiciliary said to a visitor, "Tell General Bradley I want a chair without any arms, because when I play my mouth organ the music goes through me from my fingers to my toes." Then he added, "You take the simplest man in the world; quite often he knows something nobody else knows."

Such an individual may put a hospital staff to some trouble, but he does not distress us as do people who have ceased to say they want anything. It is when we are confronted by the absence of desires that we begin to be thankful even for the crotchety demands of the aging invalid.

Whether we are going to humor him or not, it is always worthwhile at least to know what the patient wants.

Lack of insight concerning the feelings of the aging is one of the most striking limitations of our current popular view of human life and psychology. A lot of younger people these days are appalled by the old. The word "fascinating" is seldom joined any more to the word "old." We tend to draw back from the gnarled quality of humanity

instead of being drawn to it, as Rembrandt was in his portrait of his mother. Our smaller houses encroach on the physical dignity of the old. A vast shift in our ways of thinking encroaches on their psychological dignity. When they speak with authority, very often they are apt to find themselves proved plainly wrong or, at least, contradicted by everyone in sight. And, it is not always as apparent as it should be that by the chances of intellectual evolution, they may be proved right next week by some new discovery in the physical or psychological world.

The homely wisdom of our great-grandfathers regarding human affairs was essentially the same as the homely wisdom of Chaucer, Horace, and Aristophanes. But during the last fifty years scientific methods in sociology, anthropology, and psychology, abetted by photography, biostatistics, and tape recording have resulted in the questioning of much traditional lore. Early in the century Dr. Weir Mitchell threw an early piece of writing by Freud in the fire, saying: "No man can afford to look at himself." But Freud has come through the fire like Abednego and with his technique of thinking has changed the character of our self-regarding at least as much as the invention of the mirror must have. All these things have put the old in our time at a peculiar disadvantage, robbing even the "remarkable" of them of their classic role of "wise men" and "wise women."

We, who are young, on the other hand, despite Dr. Freud, are curiously nearsighted about age itself. In the past two decades we have acquired considerable understanding of human emotions in the period of embarkation upon life, growth, and reproduction. But, when these things have been accomplished, our lack of attention to what lies around us and beyond, emotionally, is almost equal to the ignoring of sex

by the Victorians and it borders on the pathological. When we look for solutions to the emotional problems of aging individuals, all too often we tend to force old people into patterns of youth, summing up with the phrase, "You are as young as you feel." In the pace we demand of everyone, we have thrown overboard a whole measure of life which should be its final rewarding rhythm and which, in some civilizations, has been.

It is a fortunate old person who has a deep and abiding attachment to an institution, i.e., anything larger and more enduring in human life than any individual or immediate social group. A home for the aged is not necessarily an institution, although it may be one facet of such; or an extension of it as national homes for veterans are an extension of the institution which is known as the United States Government.

Ideally old age is not the time of deep individual attachments, even with grandchildren. It is a time for the consummation of all the loyalties of a lifetime, and this should mean strong ties with whatever has united the old person to all of humanity. One of the major differences between a person and an institution is the greater stability and continuity of the institution. This is more important the older a person gets, the nearer he is drawn to the edge of eternity.

It seems to me that we have all been a little severe lately on the concept of institutions. We have tended to scorn ties between individuals and institutions, regarding them as necessary evils at best. We have failed to see the tie between an individual and an institution as potentially a mature relationship, possibly a fusion and sublimation of previous relationships on an improved basis. We tend to see failure in any mature person's going to any sort

of institutional life without stopping to discern what that institutional life may mean to him.

All of us unquestionably have wondered why some of the veterans who are in national homes have not tried harder to stay out of them. We are inclined, too often, perhaps, to ascribe this to the moral weakness of the veterans. But do we not also, sometimes, perceive that something which had a certain moral value was also at work, that to some extent these men were reliving a time in their lives in which they shared life more with others, shared it on a more important basis? Does it not sometimes seem that they are reliving a time in which they had an important connection with the general pattern of history, that during military service they were related to the idea of form, and that this experience drew them to the home as much as did the idea of three square meals and some place to sleep?

Without being sentimental, we ought to look for what is positive in the relationship between the patient or domiciliary member and his government.

Rehabilitation consists, in part, of building up people's ideas of themselves, and the stimulation of their memories of successful past performance can be of great assistance in arousing their spirits. We need not encourage the manufacturing of tall tales of old battles in order to build up ego, but we can take into our calculations the possibility that the veteran in the domiciliary may associate his environment with what he considers was his most important contribution to society: It is rather valuable to know whether or not he does this, and whether his estimate of the situation is realistic or not.

Those whose lives are nearing the end, in circumstances with an overwhelming number of negative factors, have a particular need for personal attention from those who take responsi-

bility for their care, a need of the same kind that children have when they are without the usual resources of health and welfare. There is always a maximum potential of composure in contrast to a kind of paralyzed desperation derived from the feeling, not only of having misused life, but with having to live on with the knowledge of having misused it. A lot of someone's time, patience, and good feeling are needed for understanding of this part of life. Sir William Osler showed a rare understanding of the derelict type, as a young medical student, by giving an aged alcoholic his own coat with the proviso that the aged alcoholic leave the hospital his liver for dissection. This created a tender tie, which went into eternity and kept the patient from feeling his life had been entirely wasted.

Success with this type of beneficiary of the Veterans' Administration may be judged purely by the state of mind it produces. Quite often, it is all the patient has. And unlike money, it is something he may be able to take with him.

It is with the geriatric domiciliary patient, sometimes, though not always, that we may be permitted to stop asking "Why isn't he working?" and ask instead "Is he happy? Really happy? Happy in the sense Marcus Aurelius was happy?"

With regard to methods in these interpersonal relations, one thing which we ought to watch is too much organization, or rather, the wrong kind of organization. Organization consists of seeing what fits together, what matches, what meshes, what is useless and what is helpful. It consists, also, of making correct estimates with regard to time, being able to tell how long actions will take, with being able to keep in mind a major problem to be solved. There are many different kinds of organization, involving classification of both similar and dissimilar objects, the movement of objects and the alteration of

objects. People who excel at one type of organization may fail at another. To organize people and to organize money often require traits of character which are opposed.

Sometimes the blind domiciliary member might well say something like this to us: "You are intelligent, energetic, and well organized. It is all very well for you to base your criteria for existence on these things. But, I am interested in whatever regimes assist in dealing with my problems."

Great care is necessary in designing rehabilitation programs not to overwhelm the people for whom they are designed to be beneficial.

In this connection, Dr. R. E. Hoover made a good observation concerning psychiatry: "Psychiatry," he said, "is not complicated. People just don't understand it. It consists of finding out what makes personalities develop, what has been important in a person's life, and what unimportant. The psychiatrist must find something in common with the patient, show him his abnormalities are not so abnormal and that there is a way out that is acceptable to them both."

This is rather important because it seems to express the basic philosophy of a physician who is a past master at the art of rehabilitation, who, before he became a physician, was the originator of the system of orientation of the blind which is now used in the Veterans' Administration.

In Dr. Hoover many blind people have found a friend who was thinking constantly of how things can be done without sight, thinking of this subject in a way which is highly infectious. This attitude seems to carry a conviction that if the human race stays with any human being long enough, it will find value in him, and this is more important than any other function of the human race. At the same time it seems to suggest

that the human being must stay by himself as faithfully as his friends do.

Blind rehabilitation therapy has the dignity of any great moral battle; and it is in each case a moral battle both for the patient and the therapist. The conflict, both in the minds of the therapists and the patients, is with the ever-recurrent notion that to do anything at all without sight is the inefficient and unreasonable way of doing it. As a rule, not only the patient, but the orientor as well has in earlier years developed habits of doing things as expeditiously as possible, and also has a tendency to think that anyone on any scene who cannot do what is to be done a little better than someone else should not even try. Though this is modified in teaching situations, it is, nevertheless, a predominant idea, near the point of obsession, in a world which likes to have things done by experts and which develops experts who do not care to spoil their skill by contact with the inept.

Both the blind patient and the therapist must keep beating out of their minds this pattern of thinking, if any progress is to be made in learning how to do things without the help of the eye. They must recognize the relative unimportance of anything at all which is done compared with the effect the action has on him who acts. It is more important that the blind individual exercise his initiative in reading and walking about than that the purpose of reading and walking about be accomplished in a short time. It is more important to the blind individual and to society that the blind individual participate in human life than that time be saved. Personality is more important than concepts of conformity and much more important than tidiness in whatever routine dominates the milieu of which that personality is a part.

This is a principle which will serve equally well in the treatment of blind

domiciliary members and the treatment of the newly blinded.

Again and again, when he supervised the program for the war blind, without self-consciousness and without pomposity, Dr. Hoover used the words: "Put yourselves in the person's position."

This is the basic function of those engaged in work for the blind, whether it be with young or old, veteran or non-veteran, client, or friend. A profitable exercise for any group of novice teachers or therapists might be to draw up a list of things which blind people cannot do, can do, and can do only with help. Such a list would undergo constant revision. This might well initiate what can be a lifelong preoccupation of people in work for the blind. In any case, such imaginative classification of activity brings some realization that it is an achievement in emotional equipoise for anyone to realize without hysteria that he must do everything for the rest of his life without the help of the human eye.

Although a seeing person cannot know what it is to be blind without hope of seeing, it is, nevertheless, important for him to try to imagine how he would feel. This kind of thinking is a serious moral function, and whoever attempts it with sincerity will, undoubtedly, find it tends to alter many of the values which he holds.

These alterations you must discover for yourself. They are a little different for each person. However, most people who are associated with blind rehabilitation on a sincere basis for any length of time get a wider frame of reference from seeing life, if not whole, at least from more than one viewpoint. This in itself frequently touches blind people in a therapeutic manner. This is a goal of major importance, especially with the old and the infirm who are not living with their families, as is the case with the blind domiciliary member.

WHY SPECIAL COURSES FOR TUNING INSTRUCTORS OF THE BLIND

CLIFFORD LITWILLER

EVER SINCE 1830 when Claude Montal* made his mischievous discoveries, piano tuning has been taught to the blind in Europe and in many of our state schools. Work that has been taught this long and so widely, should, no doubt, fall into standardized courses such as English, arithmetic and manual training. In modern schools for both blind and seeing children, these oldline courses have in recent years been greatly enriched and made more meaningful by the introduction of new equipment and methods of approach. Improvements in the teaching of these courses have come about largely because of a constant demand for more thorough preparation of teachers.

In many schools for the blind a man did not even need a certificate to teach piano tuning and there was no opportunity for him to obtain special training in his field. This was the situation until 1955 when Roosevelt University in Chicago offered the first course of its kind to meet the special needs of tuning instructors of the blind. This course was designed and financed by the Federal Office of Vocation Rehabilitation Services for the Blind. Mr. J. H. Chappell of that agency, himself a former tuner, envisioned this course and secured Roosevelt University as its sponsor. It was offered again in 1956 and might be given in 1957 for the last time, at least for several years.

Did the course meet the special needs of instructors? How long did it last? What did it cover and who taught it?

Mr. Litwiller is a piano tuning instructor at the Illinois Braille and Sight Saving School at Jacksonville.

**Pioneer blind piano tuner of Paris.*

Basically it was a combination technical and educational course, but as to whether it measured up to the above questions, let us consider the appraisals of men who took the course last summer.

Mr. James Scoggins of the Kentucky School for the Blind says:

"When I came to Roosevelt University to enroll in the course for piano tuning instructors of visually handicapped students I expected the course to set forth certain aims. These aims are: to stimulate more interest in the teaching of piano tuning and servicing in schools for the blind; to familiarize the teachers with new methods of teaching the blind; to exchange ideas with other teachers; to discuss ways of making piano tuning a better and more profitable profession; to find solutions to problems which confront the tuning instructor, and to serve as a refresher course. I feel that through Mr. Fries's* excellent lectures, his careful instruction and demonstrations, through open discussion and question-and-answer periods, through interviews with successful and prominent piano tuners, all of these aims have been achieved.

"At the beginning of the course I felt that I needed further instruction in fine regulation of uprights, grands, and spinets. I have received extensive instruction along these lines.

"The lectures on the methods and tools employed in the education of the blind by various authorities have been extremely valuable to me. The lectures and demonstrations and the application

**Emil B. Fries, operator of "The Piano Hospital," a training school for piano tuning in Vancouver, Wash., writer, and former teacher in the Washington State School for the Blind.*

of tone regulation, voicing, restringing, tone restoration, moth proofing, caster work, bridge work, sounding board repairs and many other projects will certainly be of great value to all of us. Many problems which faced me in the past I hope and believe will no longer be problems. I feel that after having attended this course I can better meet the needs, requirements and obligations of my profession."

In the words of Mr. S. J. Richie, Kentucky School for the Blind:

"I was fortunate to have the opportunity to study thoroughly five leading spinet key action models, both the direct blow and the drop action and the Wood & Brooks ninety degree model. I was permitted to take each model apart and reassemble them, taking notes on each; I learned much about the complications of spinet actions.

"An Acrosonic spinet was loaned by the Baldwin Company for use in the course. During the last two weeks of the course a Cable Nelson spinet was rented for our study. Removing and replacing these actions, plus the experience of making the necessary regulations were the highlights of the course for me and essential for every member of the class.

"We visited the Stark Piano Company and saw how their pianos are made, from start to finish. One of the fine tuners was a totally blind man who could tune as many as fifteen pianos daily. Men of national prominence spoke to our class. These included Mr. Bob Johnson of Schaff Piano Company, Mr. Harry Rients, a most successful tuner technician, Mr. Edward H. Menke, editor of the *Braille Technician* and Mr. Robert Miller, manufacturer of the M. & M. Tilt Truck which is rapidly becoming a must for tuner service men and instructors."

Mr. George Stadler of Toledo, Ohio, writes:

"Mr. Hiram Chappell, rehabilitation

specialist for the Department of Health, Education and Welfare was a piano tuner and technician for a good many years and saw the need for a course such as this which exposes and seeks to eliminate the weak spots in the instructors of blind piano tuners. We not only learned new ways and means to do certain operations, but we learned a great deal through associations with each other.

"I have been in tuning since 1919 and it might seem that after thirty-seven years I should know about all there is to be known on the subject, but one never knows everything about a certain subject.

"We were ably shown how to meet the problems which come up in the tuner's line of work; how to do each step in the procedure of fine tuning, repairing, and regulating. We were actually put on the various jobs. Mr. Emil B. Fries or his able assistant, Everett Oddie, would coach every operation, check and double check the results, from refelting a piano through its subsequent stages of proper key dip, leveling of keys with straight edge, the fine regulation of the tripping of the jack, the checking of the hammers and proper stroke of the hammers. I could go on and on. I learned that a great deal depended upon using the proper methods and tools for a certain job. I did not agree with everything in this course as to method and procedure, but in most cases I was obliged to concede that the method presented was better than mine, and so I leave Roosevelt University far better off than when I came.

"Among the many very interesting lectures was one that came very close to home. Blindness or near-blindness tends to make a person timid and backward and in a profession that requires one to meet the public with his best foot forward to get maximum results, timidity has no place in the blind tuner's life. I believe it is the duty of an instructor

of the blind to have the social welfare of his students at heart and do what he can to promote association with the sighted world. Emil Fries has brought out this point admirably. I only wish I could have had the good fortune of having him in my corner in my late teens and early twenties—it would have made all the difference in the world as far as getting a good start in life is concerned, and I could have enjoyed my degree of success much earlier, and in all probability would have been socially adjusted much sooner.”

Mr. Clarence H. Croissant, Piano Tuners School, 5306 Caseyville, East St. Louis, gives a sighted man's point of view:

“My principal reason for attending this course was to gain information as to methods of presenting a workable training program which could be successfully added to my present training for sighted persons. Believing that the visually handicapped present a psychological problem to the sighted teacher, I wanted to be sure of my presentation before launching a program which might do harm where my intentions were to do good.

“The first hurdle to overcome was the inherent viewpoint of many sighted persons which I knew was present in my thinking, in that visually handicapped persons were among the underprivileged and therefore should be treated with pity and that they required complete help from the sighted.

“The second hurdle to overcome was the way in which most sighted tuners denounced the abilities of blind piano technicians. I now realize that the efforts of Mr. Hiram Chappell were not haphazard in his persistent effort to improve the self-supporting profession of piano tuning by the blind.

“Mr. Chappell's selection of Mr. Fries as instructor is justified. I do not know of any sighted technician who has the

abilities of Mr. Fries. The principal training I received from him is the remarkable thoroughness he insists upon and his earnest application to his subject.

“It did not occur to me that the methods and practices of the blind could also be good for the sighted. The special jigs used by the blind could be used to great advantage by all other general technicians. I go home filled with a deep respect for my fellow classmates, and the feelings I had about them have changed to admiration for their technical abilities.”

Mr. James Lee of the Missouri School for the Blind gives this evaluation:

“During the past six weeks while taking the course in piano tuning for instructors of the blind, one question has been raised in my mind. Since our public school teachers are required to take certain method courses in their respective fields, why shouldn't instructors in piano tuning be required to take a similar course?

“Most of us had received our training from one instructor. Even though our instruction might be good, it really pays to get a few new ideas from someone else which might enable us to do our work more quickly, as well as more efficiently. Mr. Fries was glad to answer any of our questions which he felt would better enable us to assist our students: whether it were a problem in actual piano servicing, or in helping us in counseling our students. The particular part of the lectures which I feel will benefit me most was on the formation of a piano tuning program at a school for the blind. If a class were offered every year, and all who teach or plan to teach piano tuning to the blind were required to take it, I am sure that the quality of instructors would be improved, and together with that, the quality of blind piano technicians would likewise improve.”

George Iszler of the North Dakota School for the Blind adds his appreciation of the training by observing:

"I sincerely hope that this type of course can be continued. I also hope that all instructors of piano tuning can have a chance at such a training course. This type of course provides for better qualified instructors which in turn will produce better qualified men in the tuning profession."

Mr. Richie summed up the sentiment of the entire class most ably in these words: "We of the class are fully agreed that future courses should be offered, and we urge all eligibles to take advantage of the opportunity."

The experiences as related by these

men in the tuning course of 1956 were also mine during the 1955 session. Upon visiting the class this past summer, it was anything but difficult for me to understand and appreciate the enthusiastic interest displayed by the members of that class. These invaluable experiences can also be yours. It is my hope that each and every tuning instructor of blind piano tuning students can take advantage of the opportunities available through the tuning course so ably organized and conducted by Emil B. Fries. It is possible that the opportunity will again be knocking at your door during this summer of 1957. Do not turn it down as this may be the last one of its kind, at least for some time.

BLIND PIANO TUNERS' EARNINGS

EDWARD H. MENKE

The Braille Piano Technician, a technical magazine, has recently completed a comprehensive survey of the annual gross earnings of blind and partially sighted piano tuners in factories, stores, and those self-employed in the field. It covered workers who have been in the profession two years or longer.

Tuners from nineteen states and Canada furnished us with their confidential reports for the year ending December 31, 1956.

The report is from ninety-six tuners who comprise twelve per cent of the estimated twelve hundred tuners in this country and Canada. Many of these tuners do not read braille.

These ninety-six tuners had an aggregate earning of \$480,770, an average of \$5,007 for the year, or \$416.65 monthly. This report is divided into five categories as follows:

Mr. Menke is editor of The Braille Piano Technician, 5657 W. Washington Blvd., Chicago 44, Ill.

Six tuners earned between \$2,000 and \$3,000, an average of \$2,400.
Thirty-six tuners earned between \$3,000 and \$4,000, an average of \$3,672.
Forty-two tuners earned between \$4,000 and \$5,000, an average of \$4,420.
Eight tuners earned between \$5,000 and \$6,000, an average of \$5,400.
Four tuners earned \$6,000 or over, averaging \$9,042.

These figures should be encouraging for those in the lower categories, for tuners starting in the profession and especially for officials of schools for the blind and training centers.

In 1956 piano manufacturers built and shipped over two hundred thousand pianos. Realizing that all of these pianos should be serviced at least twice a year, as well as the six million other pianos now in homes, schools and music colleges, the outlook and opportunities should also look encouraging for energetic tuners who are well trained.

IS SUPER SENIORITY A MUST?

M. A. McCOLLOM

We believe the following discussion may induce varied reactions among those concerned with rehabilitation and placement of blind persons in employment. Are clauses such as those here discussed, to waive a blind worker's seniority status, in the best interests of blind workers? Is the wonted claim to rights to competitive employment for blind persons jeopardized when they also claim immunity from seniority requirements in competitive industry? Is the suggestion for a legislated ratio of blind to sighted workers in a company a commendable procedure? — Ed.

IN RECENT YEARS many placement counselors for the blind have run into seniority problems. Most of us have found employers who were willing to consider hiring a blind worker, but could not owing to layoffs. According to the union contract, it is first necessary to rehire all who are available on a basis of seniority. True, a few employers have used this as an excuse. For example: In a plant where seniority is departmental rather than plant-wide, workers who are laid off in one department often hire in as new workers in other departments along with those off the street. In many plants this practice occurs so frequently that they will always have some departments showing layoffs. Undoubtedly, seniority has become one of the major factors affecting the number of placements of blind workers in industry.

In 1947 I found it possible to cut through seniority in the case of some World War II blinded veterans. About 1952 I realized that union contracts were presenting a problem in the field of industrial employment for the blind.

M. A. McCollom is industrial placement consultant, State Department of Social Welfare of Kansas.

When the Fram Company shut down its Independence, Kansas, plant, affecting a blind worker with eight years seniority, I had no difficulty locating immediate employment for him at Beech Aircraft, Wichita, where he worked for a year and a half before he was caught on seniority fifteenth from the top in a layoff of twenty. The company offered to ask six employees if they would be willing to separate voluntarily, which would make it possible to retain the blind worker. We declined the offer and took the layoff as a matter of principle. Ten days later we had him employed at the Continental Can Company, Coffeyville, where he worked as a sheet metal fabricator for a year and a half until a cut-back occurred. This time he became number eighty-seven on the recall list. Alas! A fourth placement was indicated. He was placed on a job winding coils in the Electro Manufacturing Company, a new plant occupying the old Fram Building, back at Independence, where he had started. Before he had reached a bonus on production, he was recalled by Continental Can where his salary scale was higher. Also Beech Aircraft would rehire about this time.

AGREEMENT

between Ford Motor Company and the UAW-CIO

Page 54, Section 4. Acquiring Seniority; Probationary Employees.

(a) Acquiring Seniority

New Employees and rehired employees shall be regarded as probationary employees and shall establish seniority after the first three (3) months of continuous employment with the Company, and if retained thereafter shall be placed upon the seniority list in the seniority group in the Unit or plant where they are then working with seniority as of the date of hiring.

In order to become a seniority employee, a probationary employee must have been employed for a total of three (3) months within the year following the date he was hired or last rehired, whichever is the later. For the purposes of this Section, periods during which the employee was laid off, or on leave of absence for any reason, or employed on an excluded classification, shall not be considered as periods of employment.

Following completion of his probationary period, the employee shall be given seniority as of the date he was hired or last rehired, whichever is the later, as set forth in the first paragraph of this Subsection.

Page 69, Section 27. Handicapped Employees.

(a) Major Disabilities — Deviations from Layoff Rules

Employees who are handicapped by major physical disabilities may be exempted from the operations of the seniority provisions of this Agreement in the event of layoff, at the discretion of the Company.

(b) Employee Incapacitated at Work — Placement and Retention.

Any employee who has been incapacitated at his regular work by injury or compensable occupational disease while employed by the Company may be employed in other work, in the plant or in any Unit of a multi-unit plant, which he can do, at the discretion of the Company after consultation with the Union without regard to any seniority provisions of this Agreement.

All of this activity involved only one client and four companies in three cities.

Here is what happened in another case.

The Fairbanks-Morse Company opened a new plant in Kansas City, Kansas, in 1952. At first they were unwilling to hire a blind worker. After they reached production, they began the usual weeding-out procedure. A year later management explained to us that they would like to go along with our program, but that they were obliged to go through the gamut of layoffs and there was no telling how long this would take. With management and personnel on our side at this plant, a production

milling machine job was located which was about to be posted for top seniority bidding. The local United Steel Workers president let us have the job and later the union voted favorably on the matter. One year later when forty machinists were laid off, our worker stayed on. Only one man decided to bump him. He was friendly, but wanted to show he had rights. His wife happened to be operating a dry cleaning business. About ten fellow workers, patrons of the cleaners, got him to change his mind without undue persuasion.

Doubtless, most placement counselors for the blind have encountered situa-

tions like these. It is obvious that there will be a wide range of opinion across the board on this subject before the best solutions are developed. In the meantime, definite action is mandatory, except for those who would rather sit and wait for "better days."

Unions are primarily dealing in human relations. Their best purposes lie in a humane field. The leaders of organized labor and of industry are public relations conscious as are we. In 1954, I attended the state C.I.O. convention with a blind worker who had been active in the union. We presented a film from the American Foundation for the Blind, "Man Among Men," and took part in the program throughout the meetings.

Kansas is now going all out for super seniority for the blind in industry. At the present time clauses are being negotiated into a contract between the O. A. Sutton Company and the International Association of Machinists. The time is right for similar action on a nationwide basis. The merger of the A. F. of L. and the C. I. O. at the national level is being followed by mergers at state level. In May there will be a merger meeting in Kansas, at which time we hope to have a plank in their platform recognizing

major physical disabilities under super seniority to offset the handicap.

Four years ago union leaders set about to write in super seniority clauses and were successful in a few cases, but it was felt that employers were not generally willing to go along. The Ford Motor Company did.

Included herewith as exhibit A are clauses from the contract in effect with U. A. W. since June 8, 1955.

We hope to go a bit further than these clauses. It may be that some companies would at this time accept a ratio of one blind worker in 500 or part thereof, but not the wholesale program for handicapped on an adequate percentage. We are carrying the director of general rehabilitation along in this major effort. However, we know that our job is primarily for and with the blind. Some of you might come up with better contract clauses. We are expecting one soon from the Sutton local where the company has already consented.

I mention the following with a warning to tread lightly. Super seniority in contracts is not new. Quote, "It is known that union stewards get super seniority rights," unquote. Whatever this means to you, make the most of it.

Special To Subscribers

Miss Margaret Fay, Circulation Manager, calls attention to the importance of early notice of change of address in order to avoid missing an issue. The circulation department must have changes of address by the middle of the second month preceding an issue in order to assure mailing to the correct address.

We are in short supply of certain issues in the ink print edition, some going far back into the early days of this publication. If you have any of these and are willing to part with them, will you communicate with the managing editor? Payment will be made for them, the amount depending upon the date of issue:

1908, Vol. II, No. 2
1911, Vol. V, No. 4
1913, Vol. VII, No. 3
1921, Vol. XV, No. 2 and No. 4
1922, Vol. XVI, No. 3
1923, Vol. XVII, No. 4

1933, Vol. XXVII, No. 2, No. 3, No. 4, No. 5
1942, Vol. XXXVI, No. 3
1946, Vol. XL, No. 9
1949, Vol. XLIII, No. 3, No. 9
1954, Vol. XLVIII, No. 8

Outlook for the Blind

A QUARTERLY RECORD
OF THE PROGRESS AND
WELFARE OF THE BLIND

April, 1907

Review of Recent Work for the Blind in America and Europe

The Heaviest Burden on the Blind, Helen Keller
The Pennsylvania Home Teaching Society,

Dr. Robert C. Moon

Summer Schools for Blind Men, Supt. James J. Dow
The American Association of Workers for

the Blind, Edward J. Nolan, LL.B.

Editorial Announcement, with letters from Dr. Lyman
Abbott, Supt. Edward B. Allen, Dr. F. Park Lewis

PUBLISHED BY THE MASSACHUSETTS ASSOCIATION
FOR PROMOTING THE INTERESTS OF THE BLIND

Yearly Subscription, 50 cents

Single Number, 15 cents

HALF A CENTURY ago, in April, 1907, the *Outlook for the Blind* entered upon its career of service with these opening editorial paragraphs:

Our Purpose. In this magazine the Publication Committee offers a forum for the free and open discussion of all topics connected with work for the blind. Especially do we hope that the problems and difficulties which confront us all, whether in the school, the shop, the home, or the community, will be considered here, and that those who have the experience and expert knowledge on these subjects will give us the results of their work and observations, that all may benefit thereby. We have no theories of our own to advocate, no projects to exploit. Our only desire is to be of service to the great cause of helpfulness to the blind.

"Come, let us reason together."

The Need. Perhaps no better statement can be made of the need of such a

publication as this plans to be than is found in the following quotations. The first is taken from a letter by Supt. Edward E. Allen, of the Pennsylvania Institution for the Instruction of the Blind at Overbrook:

"The workers for the deaf in this country publish two excellent reviews, and one reason why their work is on a more scientific basis than ours is because of these two organs of communication. If our work could have such an organ, as well edited and as comprehensive in its scope, it would grow in unity and in strength. For one, I shall heartily welcome a magazine published in the interests of all the blind."

The next quotation is from a recent letter from E. J. Nolan, LL.B., the able blind lawyer of Chicago:

"I am very much pleased to learn that you are about to issue a magazine to be printed in ink, which is to be devoted to the discussion of matters pertaining to the welfare of the blind. The problem

Century of

LOOK

of finding remunerative employment for blind people is so great and difficult of solution as to require the combined wisdom, experience and cooperation of all those engaged in the work to make even a little progress, and this can much more easily be secured through the aid of a journal in which the views of workers in various parts of the country may be exchanged, experiments described, and results compared. . . . There is, therefore, an urgent need of a periodical that all can read and which shall be so conducted as to command the respect and interest of all the workers, and in which every side of the question may be fairly presented; and he who succeeds in establishing it shall have rendered a valuable service to the cause."

Basically, the same reasons for the *New Outlook's* continuance today exist as they did fifty years ago. The publication was a quarterly at the beginning and so continued through 1932.

APRIL, 1957

THE NEW Outlook FOR THE BLIND

APRIL 1957

The Role of the Training Supervisor
Thomas Gilmartin

The Role of the Rehabilitation Counselor
Sidney Stark

Blind Patients as Domiciliary Members
C. W. Bledsoe

PUBLISHED BY THE
AMERICAN FOUNDATION FOR THE BLIND
VOLUME 51 NUMBER 4

For the next decade it was published bimonthly, and from January, 1943 to date it has been a ten-months-a-year magazine, omitting publication in July and August. Over a ten-year period, 1942-1951, it was combined with the *Teacher's Forum*.

The original publisher of the *Outlook for the Blind* was The Massachusetts Association for Promoting the Interests of the Blind, and its founder and editor for the first sixteen years, through 1922, was that well-known and vigorous leader in work for the blind, Charles F. F. Campbell. Mr. Campbell, with the assistance of Mrs. Campbell, was not only the editor but the fund-raiser as well. Throughout his editorship the publication struggled against odds to maintain its life financially; Mr. Campbell solicited his friends and the organi-

zations for the blind almost constantly for funds; and for most of the early part of that period the Massachusetts Association for Promoting the Interests of the Blind met the deficits which the limited subscription fees and the advertising income failed to cover. Mr. Campbell never received a dollar in salary for his service, and he worked nights and Sundays to keep it appearing regularly.

BEGINNING WITH the first issue of 1923, the newly organized American Foundation for the Blind undertook the financing and publication of the *Outlook*. Mr. Campbell himself suggested such a plan. Charles B. Hayes, the first director of information and publicity for the Foundation, was the *Outlook* editor. The *Outlook* was at that time avowedly conceived to be the mouthpiece of the Foundation, a function which in recent years has not been considered as one of its purposes. Instead, with the discontinuance of the *Teacher's Forum* in combination with the *Outlook* in 1951, the latter name was amended to *New Outlook for the Blind*, and a purposeful effort has been made since then to give particular emphasis to the accessibility of the magazine to any and all responsible individuals and organizations for free expression, in the interests of promoting the welfare of blind people in accordance with the best knowledge and experience at the command of the field.

FOR THE RECORD, the succession of editorial leadership up to the present is here presented. In every case the editors have carried on while performing other duties at the same time. Following Mr. Campbell and Mr. Hayes, were: Miss Evelyn C. McKay, Miss Lucy Goldthwaite, Miss Enid Griffis, C. Warren Bledsoe, P. C. Potts, Ph.D., and currently M. Robert Barnett, editor-in-chief, and Howard M. Liechty, managing editor. Dr. Potts was editor of the

Teacher's Forum at the time it was combined with the *Outlook*. The *Teacher's Forum* had been edited first by Dr. Kathryn Maxfield, its founder under Foundation auspices, then by Eber L. Palmer.

A reading of the correspondence in connection with the *Outlook* from its earliest days throughout its history and a perusal of the complete file of its contents, is revealing in the persistence with which the same concerns engaged the attention of the editors. Always there has been an awareness of the mission of a magazine that addressed itself to *all* phases of work for *all* blind people regardless of age or of particular need. Always, though with varying degrees of concern particularly between the temporizing first sixteen years and the years since 1923, there has been the need to produce the greatest possible service at the least possible cost. Constantly, there has been a motivation in the desire of the publishers and the editors to issue an ever more effective and readable magazine to the end that blind people might be the beneficiaries of the effort.

A braille edition of the *Outlook* has been published since 1931.

IN THE WORDS of the late Dr. R. B. Irwin, written in 1922 at the end of Mr. Campbell's association with the magazine, "this publication . . . has done more than any other one force to make the work for the blind a national movement rather than a group of isolated independent efforts." Credit for that worthwhile development in the United States goes, of course, to Charles F. F. Campbell. The thirty-five years since the end of that first era have witnessed the process of building on the solid foundation laid by Mr. Campbell.

The challenge of the purpose and need of such a magazine as expressed fifty years ago is still as strong today as it was then.

Editorially Speaking

MARKING FIFTY YEARS OF LIFE

FIFTY YEARS AGO—April, 1907—the periodical known as the *Outlook for the Blind* appeared with its first issue. With this issue of that same periodical, now called the *New Outlook for the Blind*, we mark with humble but noticeable pride its fiftieth anniversary.

The *Outlook*, as we all have grown accustomed to call it for the sake of brevity, has had a great will to live in spite of numerous financial and other problems over the years. Presumably, its financing became a little less of a problem when the periodical was turned over to the American Foundation for the Blind in the early 1920s. Still, it has not been easy, and still is not today.

Whatever have been the hardships of finance or staff, however, all such problems almost fade into negligible degree when compared to another task—that of correctly identifying its role in the field of service to the blind and making that role understood.

The *Outlook* always has had difficulty in defining its status and purpose because of an almost unavoidable characteristic of its general aim—that of providing useful information to those who are professionally concerned with blindness. It has tried to be all things to all groups of special interest. Whether we have made even an approach to that rather alarming definition is questionable, but at least it is clear that it has been confusing.

Another effort has just been concluded at the Foundation to clarify the nature of the *Outlook*. With the con-

sulting help of a representative group of individuals, policy and philosophy statements have been drawn. In short, the entire set of such statements can be interpreted to mean that its publisher and editors will resist any tendency to make the *Outlook* either an exclusively professional journal or totally a popular news channel. Both professional and popular interests will be mixed in judicious balance, and with the help of what we hope will be larger numbers of writers in our field, a cross-section reflection of all special interests.

Speaking for the publisher—which continues to consider the *Outlook* as partly a forum as well as a medium for the expression of its own opinions—we cannot permit a fiftieth anniversary to go by without a salute to many people. It is impossible to name all those who have been and are now of direct importance in its continued life. We wish, however, to thank all formal and informal advisors in the past by expressing appreciation for the voluntary services of the present board of editorial advisors. From the beginning to the present, the correspondence files as well as the editorial columns and the other contents throughout the fifty volumes reveal the help of an uncounted number of friends and supporters. We salute all the editors in a long line of hard-working men and women, and all auxiliary and assistant staff members who have given and are giving their services as an extra, over and above other demands on their time.—M. R. B.

Hindsight

By M. Robert Barnett

THE UNFORGETTABLE ALLEN

MARCH 6, 1957, is a date I will never forget. It was a day made up of minutes and hours completely permeated by the presence of a man whom I also will never forget, and who was not really there. The man was Alfred Allen, and it was on the morning of March 6 that he died.

It is rather strange, the way it all happened. I suppose no one not personally close to him really knows how long he was a sick man, but we all know that at the time of his death he had been too ill to come to the office at the Foundation for nearly eight months. We all knew that eventually he would return—he kept saying so before and after every operation, every attack and every pain.

On March 6, his colleagues on the board of directors of the American Association of Workers for the Blind had assembled to conduct routine business. The New York offices of the Foundation had been chosen for the meeting specifically for the purpose of permitting Alfred to attend, for he had decided to return to work on that day and for that particular meeting. A few minutes after the group had assembled in the Helen Keller room, the word came. Alfred had died while completing morning preparations at home in anticipation of his first trip to the office in many months.

All that day, I had a strange feeling that Alfred actually had come to the meeting. Although in somewhat of a state of emotional shock, the group decided—I think correctly—that the secretary-general would disapprove of any

idleness because of his death, and proceeded to grapple with the affairs of the agenda.

That agenda contained numerous problems. If Alfred had been physically present, most of them would have been neatly and almost completely tidied up for the board's review and decision. The personal shock felt by each member undoubtedly was mixed with another sharp realization—fourteen years of the Alfred Allen personality in AAWB affairs clearly had ended, and a score of people must now attempt to fill the void left by one man.

Presumably that void can be filled—that is, his responsibilities must be assumed by someone else. That's the way of the world. Even so, there probably will never be a personality in his place who can quite so efficiently present such a mixture of personal traits. Alfred was often criticized for his autocratic nature, his apparent tendency to possess and control. On the other hand, he literally was loved for his tremendous interest in everyone, and I often detected in him a finer sense of democracy than in most. He would go to great lengths to give personalized aid to a blind person in difficulties, but would immediately cast him aside if he became convinced that the supplicant was hopelessly dependent. Probably no other person wanted so much for his two organizational loyalties—AAWB and AFB—and yet the austerity of his attitudes seemed at times to defeat his own ambitions.

Alfred once told me something that is indicative of his habits. He said that he made it a practice to meet any request from a subordinate automatically with a firm "no." This practice, he explained, made it possible to think the matter over without the pressure of argument, and if in his own mind he could see the matter more favorably, he always could then say "yes." He hon-

estly believed that once permission had been granted there could be no rescinding of it.

Many people thought Alfred was gruff. Actually, a lot of us know that he had quite a sense of humor. He thoroughly enjoyed his own jokes, especially when one had stood the test of many tellings, or especially when he was needled or requested to tell it again. Some of us were told by him that he had had trouble all his life in being understood because of what he termed his inability to smile. His pleasure or amusement most often was expressed in a sort of gruff chuckle.

Well, many words have been spoken about Alfred. Many more will be said and written. Alfred and I didn't always see eye-to-eye. I can truthfully say, however, there never was disagreement on the fundamentals. He stood consistently and strongly for certain principles of service to the blind, on certain basic rights to individuality, on certain deep-seated convictions about the responsibilities of blind people, on attitudes about segregation — whether self-imposed by the blind or imposed by sighted society. I learned a lot about these things from Alfred Allen. I will never learn to forget him.

ALFRED ALLEN

— *A Tribute* —

*Were a star quenched on high,
For ages would its light,
Still travelling downward from the sky,
Shine on our mortal sight.*

*So when a great man dies,
For years beyond our ken,
The light he leaves behind him lies
Upon the paths of men.*

ALL WHO WERE privileged to know Alfred Allen during the past quarter of a century will appreciate the relevance of Longfellow's verses. Alfred, as he was known by his friends, was not an ordinary man.

As the son of a Methodist clergyman in the south of England, and throughout his service with the British Navy in the First Great War, he exhibited powers of decision, dedication to a given objective, and a great trust in Providence. A story is told of Alfred's experience with the navy when his ship was torpedoed and he was adrift on

wreckage for hours. When asked what he thought of in such circumstances he remarked, "I talked with my Maker."

After the war he travelled around the world, possibly to settle the unrest occasioned by the post-war let-down. He eventually arrived in the United States. As a trained accountant he might have gone into business, but instead he chose to join the staff of the Hadley Correspondence School for the Blind. To his friends this was a clear indication of his desire to help those destined to face life without sight. He identified himself with the American Association of Workers for the Blind. In 1939 he chose to attend the Los Angeles convention of the Association while on his honeymoon trip. It was at that convention that he was elected secretary-general of the Association.

In 1944 Alfred joined the staff of the American Foundation for the Blind as

assistant director. The Foundation graciously permitted him to discharge his duties to the Association. As one of the two delegates from the Association to the World Council for the Welfare of the Blind he attended the First General Assembly in Paris in 1954. As secretary-general he also became involved as a member of the Board of Certification of Home Teachers and as a member of the Committee of Adjudication in respect to the application of the Seal of Good Practice.

Alfred believed in strict adherence to the constitution and bylaws of any organization in which he was expected to assume administrative responsibility. He had a long memory and a clear understanding of rules, regulations, resolutions, bylaws and all provisions adopted to protect and preserve the policies and principles agreed upon. His voice was often heard in meetings, quietly reminding the members of pertinent bylaws or regulations. His records were always ready for inspection, his

accounts always balanced, his arrangements for conventions were invariably complete in actual and predictable detail and he was always able to assist with or provide a solution for a great variety of problems that arose.

Alfred was a staunch friend. His breadth of acquaintanceship throughout the membership was phenomenal and his recognition of faces and voices astonished even those who knew him best. He was prepared to fight a good fight whenever debate led to argument, however vigorous, but he was a friend of all who wished to be his friend. When relaxed from business his sense of humour was refreshing.

All who had had the privilege of knowing Alfred Allen will not forget him. His influence and all that he worked and fought for will be long remembered. The light of his life and work will cast its beams far beyond the time of his passing. We will treasure his memory and be the better for having known him.—*E. A. Baker*

“The Ziegler”—

A Byword Since 1907

The Matilda Ziegler Magazine for the Blind observed its fiftieth anniversary with the March 1957 issue.

This monthly magazine is the gift of Mrs. E. Matilda Ziegler, and has its origins in the deep concern of Walter G. Holmes about the reading needs of blind people early in this century. The combination of Mrs. Ziegler's and Mr. Holmes' personalities produced a unique institution, and these two founders imparted to the magazine the lasting imprint of their own characters. In keeping with a trait common to both of these individuals, the *Ziegler Magazine* has performed its function un-

tentatiously but with great effectiveness, as evidenced by the acclaim of its readers. Since the magazine is published only in raised type those among workers for the blind who are not blind themselves are comparatively unfamiliar with the unique qualities of this monthly magazine, despite its long history, and their acquaintance with it is derived largely through blind persons who are its readers; it is only through such observation of this publication that non-readers obtain an intimation of the vital part it plays in communicating the world at large to its readers.

The late Robert B. Irwin said of the

Ziegler Magazine about twenty-five years ago: "Probably no single gift has brought as much pleasure, satisfaction and encouragement to men and women without sight as has the establishment of the *Matilda Ziegler Magazine*." Unquestionably the truth of that statement carries added force at the beginning of the magazine's fifty-first year. No less than 32,000 persons have been or presently are on its mailing list. The number of persons who are still regular readers and who were on the mailing list at its beginning is estimated at nearly a thousand. These people and other thousands are ardently loyal to the magazine and have developed a feeling toward it equalling a proprietary interest. The circulation extends to sixty-two foreign countries at the present time, and to every state in the union.

About two-thirds of the content is devoted to a variety of articles and other items of the type found in dozens of popular and informative inkprint periodicals. The format consists of light articles about trivial fascinations; "heavy" articles discussing one or another phase of some important problems; paragraphs discussing current topics; a few verses; a few jokes; and there is the typical magazine "short short" story. But it is in the remaining third of the magazine that the peculiar personal warmth between the magazine and its readers is kept alive. The editorial section epitomizes the personal chatty character of the magazine—it's like a casual call, like sitting in a group where informal and often personal anecdotes or reminiscence comprises the conversation.

It was the particular aim of Walter G. Holmes, editor for the first thirty-nine years, to reach those blind people everywhere who were the less privileged, those who had the least in educational, cultural and material resources. *All* blind people were and are more than

welcome to share the magazine but it was these specifically who, he felt, needed his offerings most and who took precedence.

During its first twenty years the magazine was published in New York City. In 1927 the plant was moved to Monsey, N. Y., some twenty-five miles from the city, where it is still located.

Before her death in 1932 at the age of ninety-one, Mrs. Ziegler had set up an endowment fund of nearly three-quarters of a million dollars, the income from which provides the funds for the operation in perpetuity. The operating organization is the Matilda Ziegler Publishing Company for the Blind, Inc. From 1907 to shortly before her death Mrs. Ziegler provided the cash funds for the publication, totalling \$544,772. No fund raising activities of any kind are ever conducted. No subscription fee is charged and no advertising is carried.

The present editor, Howard M. Liechty, succeeded Walter G. Holmes at the latter's death in 1946, and had been associated with him as his assistant since 1939. Ernest G. Shaheen is the assistant editor.

The son of Mrs. Ziegler, William Ziegler, Jr., who is widely known as a philanthropist and is identified with work for the blind in various capacities, including the presidency of the American Foundation for the Blind and of the American Foundation for Overseas Blind, is also president of the Matilda Ziegler Publishing Company. The family identification with this work carries to the third generation, with Miss Helen Ziegler and William Ziegler III, daughter and son of Mr. Ziegler, holding membership on the board of directors of the publishing company.

It is of interest that the *Ziegler Magazine* and the *New Outlook*, each a pioneer in its area, first appeared within a month of each other, early in 1907.

AFB — AAIB

Seek Closer Cooperation

A MEETING MARCH 11 to 13 at the American Foundation for the Blind of representatives of the Foundation and of the American Association of Instructors of the Blind resulted in the drafting of a statement aimed at implementing greater cooperative activity between the Foundation and the Association.

Over a period of many years, informal discussions have been held from time to time between the leaders of the respective organizations, in which their common purposes and the respective areas of their functions were reviewed and analyzed. Also, the AAIB has regularly provided formal opportunity at its regular conventions for a report of activities of the Foundation by its executive director. Always there has been a dormant hope that consultation and communication might culminate in closer and mutually beneficial cooperation between the two organizations. There are good grounds for assuming that this era has arrived. This can be credited to two facts, principally: first, some coordination or plan for cooperative action has become mandatory due to such developments as the expanding representation in the membership of the AAIB, the demands upon the Association for increasing service and activity, and the correspondingly growing capacity of the AFB to extend services and financial assistance within its basic purposes; and second, the leadership of the respective organizations is forward-

looking and desirous of closer cooperation in the interests of better service to those for whom they are responsible, as manifested in AFB Executive Director M. Robert Barnett's and AAIB President Robert H. Thompson's initiation of direct negotiations to set up a plan for such cooperation.

Accordingly, the joint meeting was convened on the dates indicated, at which eight representatives from the two groups drew up a proposed plan which they recommend to their respective governing boards for approval.

Those comprising the combined group were: Georgie Lee Abel, Consultant in Education, AFB; Samuel Ashcroft, Director, Educational Research, American Printing House for the Blind, and AAIB; M. Robert Barnett, Executive Director, AFB; Lois V. Cox, Second Vice-President, AAIB; Kathern F. Gruber, Assistant Director, AFB; Joseph J. Kerr, Secretary-Treasurer, AAIB; Donald W. Overbeay, First Vice-President, AAIB; and Robert H. Thompson, President, AAIB.

The proper reference to the proposed plan is that the two organizations, through their authorized leaders, have jointly agreed to enter into a plan of cooperative work; and the plan has been authorized for publication here by the executive director of the AFB and the president of the AAIB in order that it may be made known to all those concerned and interested, and that opin-

ons and comments may be had from other responsible individuals.

Introduction

The purpose of this statement is to set forth as clearly as possible a basis for cooperation between the American Foundation for the Blind, a national agency for research, consultation, program promotion, professional development, and information—and the American Association of Instructors of the Blind, a national membership organization which serves as a professional and coordinating resource for all administrators, teachers, and auxiliary personnel engaged in the area of educational and related services to blind young people. The detailed description of the respective roles and organizational resources and structures of the two groups does not seem necessary, but it should be noted that there are certain obvious and understandable functional differences between agencies and associations.

The AAIB, as of this date, does not maintain a staff of professional personnel for research, consultation, or coordination and supervision of projects and activities. Its associational management is maintained by its officers and standing committee chairmen, all of whom serve without compensation and all of whom are primarily occupied in full-time positions elsewhere. It is intended that an operational headquarters will be established, hopefully in the near future, and plans are laid for the employment of at least one person generally informed about this specific field and competent to attend to associational operations. The basic strength of the AAIB lies in its growing membership which is rapidly becoming representative of all personnel serving blind children, as well as of all geographic parts of the United States. The operation of a permanent central office, in

addition to maintaining the usual administrative duties, will strengthen greatly the capacity of the Association for collection of information, identification of areas for research or other activity, effective pursuit and conclusion of committee assignments, representation of points of view and of philosophical principles, cooperative activity in the development or identification of standards of service, and planning for Association events. It generally must be recognized, however, that the Association probably may not have substantial sums of money for project expenditure.

The American Foundation for the Blind, on the other hand, does maintain and hopefully will expand its staff of professional personnel, not only those whose specialty lies in the field of education as such, but also those in major related areas among which are basic and applied research, both technological and professional; social welfare encompassing the broad area of community planning; vocational rehabilitation; library services and publications; and public relations. While non-medically oriented, the AFB does maintain an indirect but close relationship with the medical area, primarily in the field of eye disorders and research relating to them. In addition, it constantly strives to maintain current liaison with all other pertinent information-leadership organizations whose programs bear upon the problems of communities in general and of disadvantaged individuals in particular. It is recognized that the AFB does have substantial sums of money for project expenditure. The Foundation does not maintain direct relationship with a large membership group except as such a group would be represented by its board of trustees, advisory committees, and project committees. However, its service constituency reaches many thousands of per-

sons whose responses, in general, form a basis for flexibility in over-all program planning to meet the changing conditions and situations confronting people who are blind.

In the stated over-all purposes of both the Foundation and the Association, there is clearly a similarity of objective—the continued expansion and improvement of educational and other services to children who are blind. It is this common ideal which forms the natural as well as the highly desirable basis for cooperative activity. The autonomy of each, however, must be respected and preserved. Neither organization pretends to the position of exclusive national or local program leadership. Both organizations recognize the right of other responsible agencies or associations to carry out their responsibilities within the field. In the following sections of this statement in which specific large areas of cooperation are outlined, it is understood that work of a joint nature may be achieved most harmoniously if implementation is developed on a project basis. While statements of general willingness to cooperate are desirable, they will be meaningless if not defined and supported by exact statements of procedure, mutually specific identification of liaison, and detailed outlines of respective responsibilities.

Areas of Mutual Interest

It is generally understood that designated representatives of each organization may, in emergency situations, initiate specific cooperative ventures, whether major or minor. Otherwise, it is agreed that formal conferences between authorized sets of individuals will be held at least once each year and oftener if needed. At such review and planning meetings, concrete decisions shall be attempted in the areas of mutual interest in which bilateral action

is judged necessary and constructive, i.e., as follows:

- I. Development of philosophy, principles and standards underlying:
 - A. Basic educational programs for blind children.
 - B. Necessary supplementary services in educational programs for blind children.
- II. Research of a contributive nature:
 - A. Statistical.
 - B. Basic and applied in various areas such as educational, psychological, sociological, technological, etc.
- III. Preparation of and professional growth and development of teaching and other personnel:
 - A. Regional planning for workshops.
 - B. Regional planning for academic courses of instruction.
 - C. Provisions for graduate study.
 - D. Recruitment.
- IV. Cooperative effort, when feasible, in advising for or promotion of legislation:
 - A. Federal level.
 - B. State level.
 - C. Liaison with administering government agencies, especially with reference to subsequent regulations.
- V. Information:
 - A. To the professional field.
 - B. To the general public.
- VI. Such other areas of mutual interest in which the general welfare of blind youth may be served.

Financial Aid From AFB to AAIB

The AFB will consider direct financial assistance to the Association for operational costs as follows:

1. A written request for such assistance must be made to the executive director of the AFB outlining the annual projected operating expenses of the Association.

2. If granted, this direct operating assistance will be made to the Association in lump-sum annually, such subvention to be renewed annually.

3. Detailed reporting of expenditures will not be required but periodic reporting of broad budgetary items will be requested.

4. In reviewing such subventions annually, the executive committee of the AFB will require a complete financial statement of the Association in order that it may know the over-all financial growth of the Association in terms of its ability to underwrite some or all of its own operating expenses from year to year.

5. Such direct financial assistance would cease if the AAIB can become self-supporting and the AFB would en-

courage this objective as an ideal.

Granting of Foundation funds for service activities shall be predicated upon the following broad principles:

1. Expenditures of Foundation funds for workshops, institutes, projects, etc., shall be from the operating budget of the Foundation except where lump-sum grants may be easily administered if transferred to the center of activity.

2. Grants to individuals for research or advanced study shall be made directly from the Foundation.

3. Joint activity by the AFB and the AAIB if recommended in the securing of government or other funds for research or other activity and the Foundation may, on occasion, provide the necessary matching share if it is not available from other sources.

SUMMER SESSIONS OF TEACHER PREPARATION PROGRAM

THE AMERICAN FOUNDATION for the Blind is pleased to recommend at least four programs planned for the 1957 summer sessions for prospective teachers as well as for those who wish to seek further preparation. The institutions offering the courses are geographically widely distributed.

Each summer the American Foundation for the Blind cooperates with a different college or university in teacher preparation, thus providing consultation, financial support and encouragement to different sections of the country in turn. This summer the Foundation will return to George Peabody College for Teachers to provide again its regional support. The Southern Regional Education Board is also cooperating, and teacher preparation for blind children in the large southern area will be shared by all those states cooperating with the above-named board.

The four whose courses are recommended here, together with the name of the person in charge to whom to write for additional information in each case are: George Peabody College for Teachers, Nashville 5, Tenn., Dr. Lloyd M. Dunn, Coordinator of Special Education; San Francisco State College, 1600 Holloway Ave., San Francisco 27, Calif., Dr. Leo T. Cain, Dean of Summer Sessions and Educational Services; Syracuse University, Syracuse 10, N. Y., Dr. William M. Cruikshank, Director, Education of Exceptional Children, School of Education; University of Minnesota, Minneapolis 14, Minn., Summer Session Office, 161 Johnston Hall.

Other institutions besides those listed above offer certain courses in the education of blind children, and when information is available to the Foundation about them it is gladly shared with those who inquire.

The Foundation is guided by the following criteria in listing the four institutions of higher learning here mentioned. From them it will be seen that all of the institutions offer a sequence of courses which can provide the minimum preparation for a new teacher entering the field, and additional opportunities for those who wish to take a part of this summer preparation in the education of blind children and a part of it in related areas:

1. Each of these institutions is offering a course dealing with the physiology and hygiene of the eye and its sociological and educational implications. These courses are taught by ophthalmologists in cooperation with professional personnel in education and social service.

2. Each of the schools provides opportunity for observation of blind children who are enrolled in the regular demonstration schools set up for all summer school students to observe. These programs provide a resource room for blind children and a qualified resource teacher employed to work with the children and confer with the student teachers.

3. Each of these institutions offers one or more courses in which the braille system and the best procedures for teaching braille to blind children may be learned.

4. Each of these schools provides

opportunities for field trips to residential schools for blind children, social agencies, medical facilities and other types of programs of particular interest to the students.

5. Each of these schools offers one or more courses in curriculum adaptation, program adjustment and methods of teaching blind children. Some of them offer opportunities to pursue graduate study through advanced courses in this area of special education.

6. Each of these schools lists a number of related courses in the field of the education of exceptional children, and therefore provides opportunities for teachers to meet the needs of blind children with additional handicaps.

7. Three of these schools provide courses in the area of the education of partially-seeing children, making it possible for teachers, administrators or consultants who serve in both areas to acquire skill in the broader field of the visually handicapped.

8. Each of these institutions offers all of the courses in the education of blind children at the graduate level for the benefit of those teachers who have had their undergraduate work and experience in general education. However, through special arrangements, it is possible for students working toward an approved degree at the fourth year of their college or university courses to enroll, receiving undergraduate credit.

"Vending Stand Programs for Blind Persons"

PREPARED BY staff members of the American Foundation for the Blind, this paper-bound volume gives a history of the efforts to introduce and promote vending stand programs for blind persons in the United States. From the beginning it was recognized that nothing could be done without the aid and support of the federal government. The volume presents many of the bills introduced into Congress before the final passage in 1936 of the Randolph-Sheppard Act, and sketches the later developments which led to the amendments of 1954. Included is also a report of the vending stand conference in New York in December 1955. The volume is available from the American Foundation for the Blind at \$1.00 per copy.

TEACHING AID in the PIANO FIELD

THE AMERICAN FOUNDATION for the Blind maintains a continuing interest in materials which from time to time are announced by either commercial or non-commercial producers of sound recordings for the general public in the belief that in the stock of either literary or specialized recordings which are becoming increasingly available there might be many which would supplement services to blind persons. Of particular interest to teachers of piano was the recent announcement by Mr. Seymour Bernstein, a teacher and performing artist of New York City, about the release of what he terms the first of his "Student Companion Series."

Pressed and distributed by Musette Publishers, Inc., of New York, the instrument is initially in the form of a 12-inch, 33 $\frac{1}{3}$ rpm long playing record. It contains the works of seventeen composers played by Mr. Bernstein himself in what is reported as correct technique and style, the range of selections covering the usual repertoire of beginning and semi-advanced students as they are most often utilized by teachers.

"Being a teacher myself, I am fully acquainted with the difficulties involved in keeping the student's interest alive in music," Mr. Bernstein stated as he emphasized that the recording is a supplement and not a teaching device which can be used independent of a professional teacher's supervision. "The greatest problem arises from the fact that, except for the usual one-hour-a-week lesson, the student is left alone—cut off from the impetus which a teacher gives him, and in most cases, unable to turn to anyone else."

No effort has been made by the American Foundation for the Blind to eval-

uate the Student Companion Series with particular emphasis on its use by blind students. However, many teachers in the field of service to the blind may be interested in securing literature on the subject. The retail price of one record is quoted at \$4.95 (purchases through schools or agencies serving blind people carry a twenty-five per cent discount). All inquiries or orders should be sent direct to: Student Companion Records, Steinway Hall, 113 West 57 Street, New York 19, N. Y., and *not* to the American Foundation for the Blind.

AAWB Convention in July

JULY 7 to 12, 1957, are the dates of the next convention of the American Association of Workers for the Blind, as previously announced. The convention will be held at the La Salle Hotel, in Chicago.

Convention planners urge that reservations be made promptly by all who expect to attend, if they have not yet done so, as choice of accommodations will become limited.

The Association will elect new officers this year, such elections being held every two years.

As one indication of the growing concern with the needs of deaf-blind persons, the convention will again this year devote a session to this important subject. Mr. Peter J. Salmon, executive director of the Industrial Home for the Blind, Brooklyn, N. Y., will serve as chairman of a forum on work with the deaf-blind.

NEW DEDUCTION ON INCOME TAX

The *Wall Street Journal Tax Report*, February 6, 1957, published the following information of interest to parents of mentally or physically handicapped children and to those in a position to advise and counsel them:

"HANDICAPPED CHILDREN: Special School Costs Are Deductible Medical Expenses.

"In an almost complete reversal, the Revenue Service now allows deduction from taxable income of expenses to send mentally or physically handicapped youngsters to public or private institutions, say for correction of a speech defect, psychiatric care or braille instruction. Permitted deductions include cost

of meals and lodging as well as the cost of ordinary education furnished along with the school's specialized instruction.

"So recent is this development that the Government's new instruction manual for 1956 individual tax returns is outdated on that point. Under the heading, Psychiatric Care, the guidebook remarks, 'amounts expended to send a problem child to a special school for disciplining on advice of a family physician are not allowable medical expenses.'

"Special schooling cost for handicapped children may be grounds for refund claims on returns filed for the last three years."

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Current Literature

☆ *Annual Review of Psychology*. Volume 8, 1957. California, Annual Reviews, Inc. This volume has a chapter "Special Disabilities" by Lee Meyerson which surveys somatopsychology literature in this special field for the period 1952-1956. Pages 444-446 deal with blindness and impaired vision. Twenty-two references are included in the report on blindness.

☆ "Helen Keller, Symbol of Courage," *Wisdom*, November 1956. The short story of Helen Keller's life is profusely illustrated. In the same issue: "From the Wisdom of Helen Keller" furnishes a collection of pertinent quotations from Helen Keller's writings.

☆ "Insight Test Prognosis in Successful and Unsuccessful Rehabilitation of the Blind" by Helen D. Sargent, *Journal of Projective Techniques*, Vol. 20, No. 4, 1956. The purpose of this study was to learn more about the aspects of the Insight Test which can be used to distinguish between clients who are capable of benefiting from rehabilitation and those who, for various reasons, are unsuccessful. The results suggest that the Insight Test is a potentially useful clinical device for this purpose. However, the quantitative findings reaffirm, also, the danger of relying, at this stage of knowledge, on any single dimension of test analysis without considering configuration.

☆ "An Invitation to Industry From Your State Vending Stand Program for the Blind," U. S. Office of Vocational Rehabilitation, Washington, D. C. This is a collection of letters and statements about vending stands operated by

blind persons in various parts of the country. The pamphlet is profusely illustrated by photographs and gives a list of state agencies which administer the program.

☆ "My Search for Sunshine and Laughter" by Robert J. Smithdas with Dana Lee Thomas, *Redbook*, February 1957. The author, a deaf-blind man, describes his early life, his education and his college life leading up to two university degrees. He is now active as a lecturer in the interest of blind and deaf-blind persons. He says, "Although I am the only deaf-blind person so far to have earned a degree for graduate study, I am convinced that others will follow and doubtless go even further."

☆ "Occupational Therapy for Blind Patients" by Dorothy D. Rouse, Kathern F. Gruber and C. W. Bledsoe, *American Journal of Occupational Therapy*, September-October 1956. Occupational therapy for the blinded patient must be considered in a specialized category. Certain basic standards have been developed in relation to blindness which should be constantly reviewed and studied. However, the demands of the situation of blindness require that the genius of common sense be observed and noted down whenever this is possible in order that assistance from other disciplines be harmonious.

☆ "The Optical Probe—A New Tool for the Blind" by Clifford M. Witcher, *Technology Review*, December 1956. Using recently developed photocells and transistors, a pocket-size electronic device which detects through auditory signals such things as, for example,

letterheads or the hands on meter dials, which cannot be detected by the tactile sense, was developed at the Massachusetts Institute of Technology. Funds were provided for the production of fifty models of the instrument, these to be distributed on a loan basis to blind people who have expressed a need for, or strong interest in, a device of this kind. It is expected that a field test of the fifty models will lead to many new and useful applications of the instrument, especially applications that will encourage new employment opportunities for blind persons.

☆ "Out of the Quiet Shadows" by Emmylou Drohn, *Volta Review*, December 1956. This is the story of a visit to the Iowa State School for the Deaf and its department for the education of deaf-blind children. The hero of the story is Mike, a boy of twelve, who was born deaf and blind.

☆ "Out of the Shadows" by Al Graham, *R. N. Magazine*, September 1956. This is a story of Mickey Boyle, a nine-year old blind boy and his mother, a registered nurse, and the integrated school program launched in a San Leandro, California public school. In this program sightless and sighted study side by side in the same classroom. The author states that "a mother's determination led to a successful educational experiment."

☆ "Relationship of Retrolental Fibroplasia to Oxygen Concentration" by

David H. Weintraub and Alvin Tabankin, *Journal of Pediatrics*, July 1956. The purpose of this report is to present further evidence that in the premature infant retinal detachment, whether partial or complete due to retrolental fibroplasia, is in some way related to the prolonged use of high concentrations of oxygen.

☆ "A Study of the Feasibility of Tonal Braille" by Wallace E. Frank, *Journal of the Franklin Institute*, January 1957. "The program set forth in this paper was undertaken to determine the feasibility of a new auditory system of reading for the blind, called 'tonal braille.' Since available data did not appear to provide an adequate basis for predicting the learnability and acceptability of this method of communication, an exploratory test program was initiated. This paper reviews the considerations which led to the program, the data obtained and the conclusions." It was found that tonal braille could be learned. With the practice that the students had, the reading speed reached by them was low, however. Other experiments showed word reading to be possible.

☆ "W. K. Kellogg" by Horace B. Powell, Prentice-Hall, Inc., 1956. Mr. Kellogg was totally blind for the last ten years of his life. This may be partly the reason for his interests in promoting services for blind persons especially through generous grants and scholarships.



Book Reviews

Teachers of Children Who Are Partially Seeing. U. S. Department of Health, Education and Welfare, Office of Education. Bulletin 1956, No. 4. For sale by Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price 30¢. Reviewed by Dorothy L. Misbach.*

THE PUBLICATION OF *Teachers of Children Who Are Partially Seeing* is one of a series being written following a nationwide study of "Qualifications and Preparation of Teachers of Exceptional Children" as a major project during the past three years by the United States Office of Education in collaboration with leaders in special education throughout the United States. The study is divided into the following sections: competencies needed by teachers of children who are partially seeing; proficiency of some teachers as appraised by teachers and by directors and supervisors; education and experience contributing to proficiency; summary and implications; and, suggested areas for research. The two techniques used in gathering information were the reporting of a committee of experts in the education of partially seeing children and the use of inquiry forms.

The committee of experts in the education of partially seeing students asked this question: What specific knowledge and abilities are needed by teachers of partially seeing children? It was felt that teachers, persons in charge of teacher preparation in colleges and universities, and directors of special education programs wanted this information.

*Miss Misbach is consultant in education of the visually handicapped, Department of Education, State of California.

The committee prepared a statement of distinctive knowledge, abilities and skills needed by these teachers. A major portion of this report is the committee's statement identifying and describing the competencies essential to such teachers.

The second major part of the study is the information contained in the inquiry forms. It was decided that a sample of 100 teachers would be adequate for checking these forms, but the response was such that the reports from 130 superior teachers were used. Facts and opinions were gathered through the inquiry forms from fifty-nine state and eighty-one local directors and supervisors of school programs for partially seeing children, and from eighteen instructors in colleges and universities preparing teachers in this special area. In checking the inquiry sheets each participator indicated whether, in his judgment, each item was "very important," "important," "less important," or "not important" in his present position as a teacher of partially seeing children. Next each teacher evaluated himself to be "good," "fair," or "not prepared" in each of the competencies.

This study should be of value to teachers in knowing what is considered essential training, to personnel selecting teachers for partially seeing children as well as to supervisors or directors in established programs in giving them desired guideposts, and to teacher training centers in assisting them to incorporate the essential factors. Any person working with children having low vision should read this study and give careful thought to the findings.

Appointments

☆ J. Albert Asenjo, consultant in vocational planning for the American Foundation for the Blind, Inc., accompanied by Mrs. Asenjo, has left New York to begin a year's technical assistance mission in São Paulo, Brazil, for the International Labor Organization. He is on a leave of absence from the Foundation.

The appointment is the latest development in a chain of events that originated in 1954, when at the Pan-American Conference on the Welfare of the Blind, in São Paulo, the American Foundation for Overseas Blind suggested to those concerned with services to the blind in Brazil that they petition their government to secure assistance from the United Nations in developing a program for rehabilitation and employment of the adult blind.

This was done, and consultations between the UN and the AFOB followed. At the suggestion of AFOB, E. H. Getliff, superintendent of the Royal School of Industry for the Blind, Bristol, England, was requested to survey the problem in Brazil, which he did in early 1956 and following which he recommended the services of a long-term expert to undertake the establishment of a program in that country. It was at this juncture that the UN again requested AFOB advice, with the result that Mr. Asenjo was appointed by the ILO on the recommendation of the AFOB. The ILO is the oldest agency of the UN. This mission is a part of ILO's expanded program of technical assistance and is aimed at fully utilizing a portion of a potential untapped labor supply in Brazil.

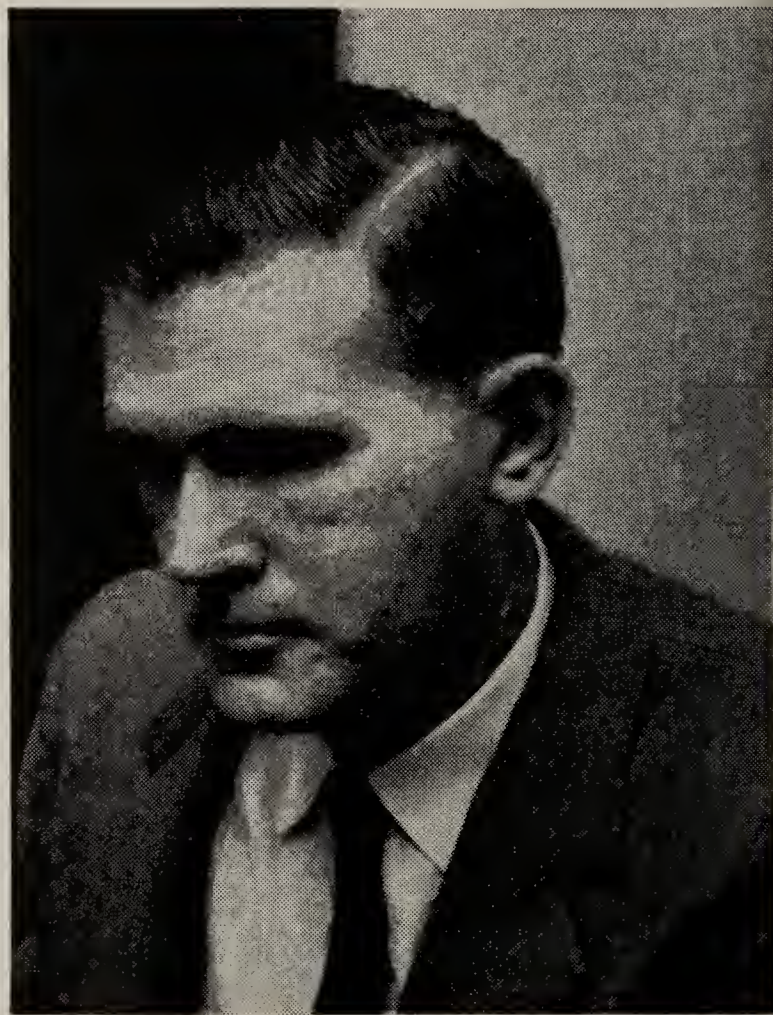
Blind himself, Mr. Asenjo is an expert in vocational rehabilitation of the blind. He will advise the Brazilian Ministry of Labor on the creation,

organization and development of services for the rehabilitation, vocational training, sheltered employment and placement of the blind.

While in São Paulo, he will investigate the employment market and recommend the most suitable trades to be followed for the blind. Mr. Asenjo will also advise the Brazilian government on the establishment of a pilot rehabilitation center for the blind.

His work at the American Foundation for the Blind has included the study of agencies, schools and other organizations to assist them in expanding their vocational programs. Prior to joining the Foundation Mr. Asenjo was chief instructor at the Florida Council Rehabilitation Center for the Blind at Daytona Beach.

He was born in West Palm Beach, Florida, and is a graduate of the University of Florida at Gainesville.



J. Albert Asenjo



George Gean Lorantos

☆ George Gean Lorantos has been appointed assistant director of the National Braille Press, Inc., Boston, Mass.

A graduate of the Missouri School for the Blind and Wentworth Military Academy, Mr. Lorantos received his bachelor's degree from the University of Missouri, School of Business and Public Administration. He served with the Missouri State Division of Welfare for nearly a year, after which he entered the IHB-OVR professional training program at the Industrial Home for the Blind, Brooklyn, N. Y. His appointment became effective March 1.

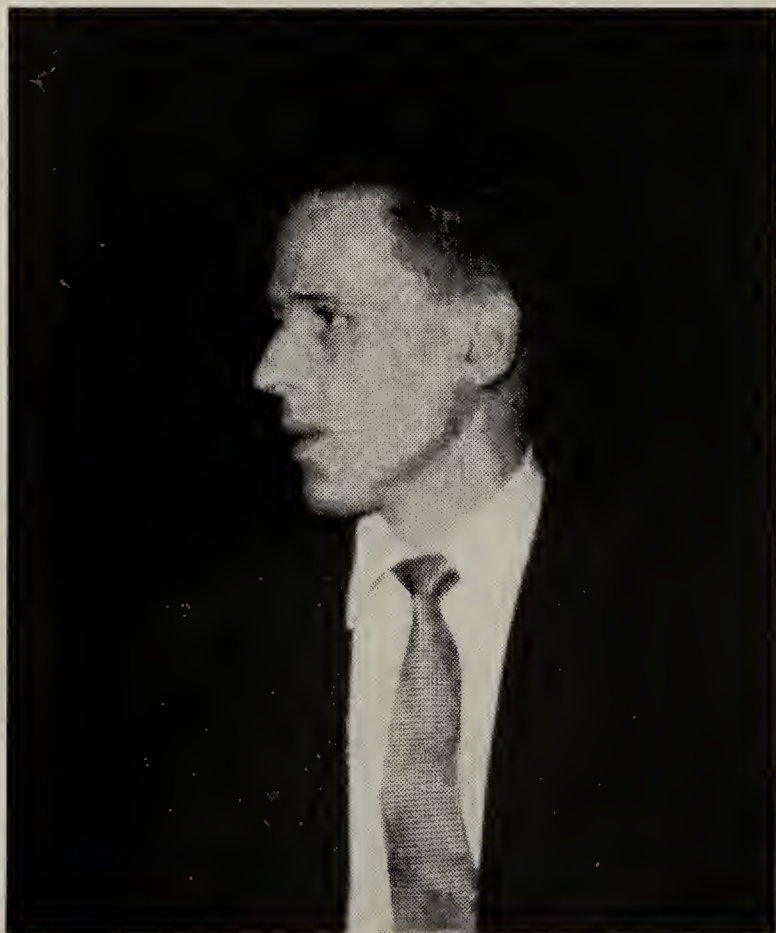
☆ Roberto Kuepfer, a native Chilean, has been appointed the American Foundation for Overseas Blind South American representative in the regional office which was opened in January of this year.

In the absence of adequate educational facilities in Chile, Mr. Kuepfer received his early education from pri-

vate tutors, and later attended schools for the blind in Switzerland and Germany, where he completed his secondary education. He returned to Chile and was graduated from the Instituto Pedagógico of the University of Chile, which qualified him as a teacher in secondary education. While a student at the latter institution, he tutored both sighted and blind children.

In 1950 Mr. Kuepfer came to the United States to study methods of education of the blind at the New York Institute for the Education of the Blind. A year later he earned his master's degree in education at Hunter College. From 1951 to 1954 he attended the New School for Social Research in New York City, working for a doctor's degree in psychology.

In 1954, Mr. Kuepfer attended the Pan-American Conference on the Welfare of the Blind in São Paulo, Brazil, as the official observer for the University of Chile, but again returned to the United States for intensive training in preparation for organizing a train-



Roberto Kuepfer

ing course for teachers at the University of Chile.

In 1955, Mr. Kuepfer returned to Chile and was immediately appointed director of the newly established Centro de Formación de Profesores en Educación Especial.

Mr. Kuepfer also was director of the Escuela de Ciegos Santa Lucia, a private school for the blind; president of the Committee for Special Education and Rehabilitation of Chilean Civil Defense and the vice-president of the Chilean Association for the Prevention of Blindness. He is totally blind, married, and the father of two children.

He is assisted in his work by Rolando Venegas, also of Santiago, who is a professional secretary and accountant. In the past, the latter was secretary and administrative assistant to Mr. Kuepfer at the Centro.

It is hoped that the AFOB South American representative will make his services available in countries throughout the region in the near future. Currently the concentration is on perfecting the program of services in Chile. Thus, Chile may serve as a training and demonstration center for countries throughout South America.

☆ *The International Journal for the Education of the Blind* for March announces that Dr. Robert H. Thompson, superintendent of the Missouri School for the Blind in St. Louis for the past fifteen years, was appointed on February 7 to the superintendency of the Michigan School for the Blind,

succeeding the late Dr. Wallace J. Finch.

A native of Missouri, Dr. Thompson is currently the president of the American Association of Instructors of the Blind. He had eleven years' experience as an administrator in the public schools of Kansas and Missouri, and one year as resident administrator of the National Youth Administration Center at Bonne Terre, Missouri, prior to his association with the Missouri School for the Blind. His superintendency at the Missouri school has been marked with major development and growth in equipment and plant, and in educational standards. Dr. Thompson has also been prominent in civic and community affairs.

☆ Following the resignation last October of Paul J. Langan as superintendent of the Kentucky School for the Blind, in Louisville, to assume his new duties as field service counselor of the American Foundation for Overseas Blind, the Kentucky State Board of Education on March 12 appointed L. P. Howser as superintendent of the Kentucky School. Mr. Howser, who is forty-eight, had been principal of the school since 1949, and had been acting superintendent since October. He had had nine years of public school teaching and administrative experience, and job-instruction training administration in industry, as well as several years' experience as instructor of blind veterans, in the Army Medical Corps.

Mr. and Mrs. Howser have two daughters, aged ten and seventeen.



News Briefs

☆ An Institute for Houseparents of Visually Handicapped Children will be presented jointly by the University College of Washington University, St. Louis, Mo., the American Association of Instructors of the Blind and the American Foundation for the Blind. This non-credit Institute, to be held July 8-19 on the campus of Washington University, is open only to houseparents of visually handicapped children.

The course will stress the role of the houseparent as friend and confidant of the child; meaningful activities in the cottage and dormitory; constructive discipline; and the houseparent's relationship with the teacher, nurse, parent and administrator.

All enrollments must be received by June 8. Applications should be sent to Ernest L. Brandenburg, Dean of University College, Washington University, St. Louis 5, Missouri. Tuition will be twenty dollars per person; housing will be available at a total cost of five dollars at the Missouri School for the Blind. Grants in the amount of sixty dollars per person to help cover expenses are available on a limited basis. Applications for grants should be addressed to D. W. Overbeay, first vice-president of the AAIB, Iowa Braille and Sight Saving School, Vinton, Iowa, and must be submitted by May 15.

This Institute is made possible by the financial support, consultative and library service and grants from the American Foundation for the Blind.

☆ The University of California, Los Angeles, School of Education and Uni-

versity Extension, in cooperation with Field Service, Blind Preschool Children, California School for the Blind, announces a workshop for nursery school and kindergarten teachers, preschool counselors, social workers, and other professional people working with preschool blind children.

The workshop will be conducted June 24 through July 12, 1957.

There will be general sessions, discussions, community study, case presentations, field trips and films. The resource staff will include representatives from the fields of education, ophthalmology, pediatrics, psychiatry and community service.

Enrollment will be limited to forty, and applications will be accepted in the order received.

Further information can be obtained by writing to: Field Service, Blind Preschool Children, Room 803G, State Building, Los Angeles 12, California.

☆ The annual conference of the National Society for the Prevention of Blindness was held April 7-10 in New York in conjunction with the Fourth Interim Congress of the Pan American Association of Ophthalmology. The meeting was attended by medical men, nurses, public health workers, social workers, optometrists and others interested in prevention of blindness.

Many of the field's leading spokesmen presented papers and reports on a wide variety of subjects within the following broad categories: diseases of the ocular fundus; building a community program for prevention of blindness; ophthalmic

surgery; children's eye problems; therapeutics in present-day ophthalmology; glaucoma detection programs; and education of the partially-seeing child.

☆ In February of this year, with the retirement of Miss E. R. Taylor as supervisor of the Moon Society's (London) typesetting room, the last remaining link between Dr. William Moon's family and the present-day Moon Society was severed. Miss Taylor completed fifty years of service in the typesetting department of the Moon Society, beginning under Miss Adelaide Moon, daughter of the inventor of the tactile system of reading whose name was given to the system. Today the Moon system still finds widespread—in fact increasing—use in Britain and the British Commonwealth. In the U. S. the system is gradually losing its place as a means of supplying a reading medium for those who do not master braille.

☆ The California School for the Blind, at Berkeley, was honored by the American Junior Red Cross *Journal* for March 1957 as High-School-of-the-Month, the fifth in a series featured by that publication. The title, "Vision Without Light," was chosen by the Junior Red Cross council of that school for a very fully illustrated article about the school and its Junior Red Cross council activities. The main portion of the article was written by Joan Easterbrooks, president of the council. The *New Outlook* joins in the salute to Joan and the Junior Red Cross council which she heads, and to the school and its superintendent, Dr. Berthold Lowenfeld, and to Mrs. David Cram, Junior Red Cross director in the Berkeley chapter.

☆ The National Rehabilitation Award of the American Veterans of World War II (AMVETS) has been

presented to Russell C. Williams, Chief of the Rehabilitation Center at the Veterans Administration Hospital, Hines, Ill. Mr. Williams was also the recipient of the 1953 Achievement Award presented by the Blinded Veterans Association.

Blinded by an exploding shell in France in World War II, Mr. Williams served as a special counselor to blinded soldiers at the Army's Valley Forge General Hospital before joining the VA staff in 1948, when the Hines center was opened. In April 1956 he represented the VA at the two-week European seminar on rehabilitation of the blind held in London. He is a central figure in the VA training film *The Long Cane*, which has been distributed nationally to demonstrate techniques used at the Hines center to rehabilitate the blind.

☆ The first West Texas Conference for Visually Handicapped Children, co-sponsored by the Lubbock Counseling Service for the Blind and the Departments of Adult Education and Psychology of Texas Technological College, was held in February at Texas Tech. Primary results of the conference were the formation of the West Texas Council for Visually Impaired Children and a number of legislative proposals.

Resource people were Miss Claire Jackson, Counselor of the Dallas School for Blind Children; Dr. Berthold Lowenfeld, Superintendent of the California School for the Blind; and Miss Frances Smith, Director of the Fort Worth Foundation for Visually Handicapped Children. Dr. Greenberg was conference coordinator.

☆ A twenty-eight-page pamphlet entitled *Save Your Sight* has been published by the Public Affairs Committee in cooperation with the National Society for the Prevention of Blindness. Citing the fact that half the blind population of

this country would still be able to see if proper precautions had been taken, the pamphlet describes the visual process, proper care of the eyes and symptoms of eye trouble, and also includes sections on proper lighting, color, and the effect of television. The pamphlet is being offered at twenty-five cents per copy by the National Society, 1790 Broadway, New York 19, N. Y., to increase public awareness of the need for eye care.

☆ The Association of Jewish Blind, of Chicago, is constructing a new building to house homeless Jewish blind men and women. The home was established ten years ago, at 3440 Douglas Blvd., in Chicago. The new facilities will be at 3525 West Foster Avenue, and will include recreational facilities for blind people of all faiths.

Residence in the home is open to Jewish blind persons from anywhere in the United States, but preference is given to those from the Chicago area and from the Middle West. The new building will be open for occupancy this spring.

☆ Miss Lillian M. Russell, well-known leader in work for the blind in Connecticut, died in Manchester on January 22. With the late Emily Wells Foster, Miss Russell helped found the Connecticut Institute for the Blind. For many years she conducted the nursery, a residential home for young blind children in Farmington, and her influence was felt in the lives of scores of blind and visually handicapped children. Dr. Rockwell Harmon Potter, long-time Connecticut Institute chairman, conducted the memorial service for Miss Russell, as she had long since requested. Dr. Potter spoke in terms of "coronation" and led the thoughts of the many assembled friends and former pupils back over the highlights of a wonderful

life of service fittingly recognized in the recent new building dedication of Lillian M. Russell Hall at Oak Hill School.

☆ Friends of the late Stetson K. Ryan have launched a movement to establish a permanent memorial in the form of a bronze plaque, to be erected in one of the public buildings of Connecticut. Many persons have already contributed toward this memorial fund through a committee under the chairmanship of Miss Lorraine N. Berger, 111 Inwood Road, Trumbull 14, Conn. Mr. Ryan, who was executive secretary of the Connecticut Board of Education of the Blind, died on September 17, 1956.

☆ The Jewish Braille Institute of America announces its Ninth International Literary Competition for blind people. Manuscripts may be submitted in any language. The contest is in three categories: short story, poetry, and non-fiction (essays, articles, vignettes, autobiographical sketches, tributes, etc.). A total of \$500 in prizes will be awarded; winning entries will appear in the *Jewish Braille Review*, published by the Institute, and will be offered for publication in inkprint magazines.

Closing date for entries is June 30, 1957. No distinction is observed with respect to race, religion or nationality of entrants.

☆ A plaque has been presented to President Eisenhower by the Association for Physical and Mental Rehabilitation in recognition of his progressive leadership in the growing field of rehabilitation. Presentation was made by Arthur Landy, president of the association, who expressed the appreciation of the membership for the President's "deep and realistic interest in meeting the needs of the disabled in this country and contributing so effectively to their spiritual and economic progress."

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: NEW OUTLOOK FOR THE BLIND, 15 West 16th Street, New York 11, N. Y.

POSITIONS OPEN: Director and assistant director for vacation home for blind women in Denville, New Jersey. Apply to Mrs. Helen Gromann, 254 North Grove Street, East Orange, New Jersey. Phone—OR 5-7131. Or call The New Jersey Foundation for the Blind, MA 2-7157.

POSITION OPEN: Social caseworker to handle information and referral service for national agency located in New York. Ninety per cent of work is by correspondence. Qualifications: graduation from an accredited school of social work with minimum of two years' experience. Beginning salary \$4800-\$5200, depending on experience. *New Outlook*, Box 7.

POSITION OPEN: Counselor with agency offering service to preschool blind children and their parents in Georgia. Position entails individual work with young blind children and parents; correlation of services with other agencies; community contacts. Qualifications: graduation from an accredited school of social work, with a minimum of three years' experience working with parents and young children in social work, preschool education, or closely related field. Salary: \$350 to \$400 per month. Write Mrs. Mary Marsh, Director, Foundation for Visually Handicapped Children, Inc., 1106 West Peachtree Street, N. W., Atlanta, Ga.

POSITION OPEN: Home teacher wanted by Connecticut State Board of Education of the Blind. Position is open to a blind woman, a college graduate with home teaching certification, independent travel ability, training in personal adjustment techniques and social work objec-

tives. Salary: \$3120 to \$4560 with annual earnings increments. State car and driver provided. This is a challenging position in an expanding program. Write Mrs. C. Arnold Anderson, Supervisor of Home Teachers, State Office Building 165 Capitol Avenue, Hartford, Conn.

POSITION OPEN: Man with experience in broom making to take over foremanship of large midwest shop for the blind. Wonderful opportunity for man who understands the business and can work well with people. Write giving qualifications and salary requirements to Aubrey F. Welle, Plant Superintendent, St. Louis Society for the Blind, 2315 Locust, St. Louis 3, Mo.

POSITION OPEN: Social Service Specialist for the Blind to be in charge of the Home Teaching Division and responsible for the development of programs of service in this division and in related social services to blind clients. Qualifications: two years of responsible experience in the field of education or social service including one year in a supervisory capacity; and graduation from an accredited four-year college or university with major course work in education, psychology and the social sciences; or an equivalent combination of experience and training. Salary: \$380-\$480 per month. Write Clifford A. Stocker, Administrator, Commission for the Blind, 645 S. E. Ankeny Street, Portland 14, Oregon.

POSITION OPEN: Medical social caseworker to work closely with blind clients in arranging for and assisting them to keep appointments with doctors, clinics and hospitals for medical eye care services. Must be willing and able to travel the state. Work requires considerable knowledge of medical terminology and training in the understanding of medical problems. Qualifications: graduation from an accredited four-year college or university and completion of two years of post-graduate training in a recognized school of social work, including or supplemented by courses and supervised work in medical social work, or any equivalent combination of experience and training. Salary: \$342-\$440 a month. Write Clifford A. Stocker, Administrator, Commission for the Blind, 645 S. E. Ankeny Street, Portland 14, Oregon.

POSITION OPEN: Home teacher. Eastern Nebraska. Duties: teach braille, typing, homemaking, handcrafts and travel techniques. AAWB cer-

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AMERICAN FOUNDATION FOR THE BLIND

**"While they were saying among
themselves 'It can not be done'
it was done."**

—Helen Keller

THE CHALLENGE OF A Changing Social Policy

ELIZABETH WICKENDEN

THIS YEAR the federal government embarks on a major new undertaking affecting disabled people, the program which provides cash disability payments to workers over fifty years of age who are covered by Old Age and Survivors Insurance and who became disabled to the extent that they can no longer engage in substantial gainful employment. This new program marks the beginning of an extension of the insurance principle into a new area of risk and will constitute an income resource for workers who suffer an impairment of vision that makes it impossible for them to continue to earn their living. But over and above this practical value of the new program in providing an additional resource for workers for the blind, it offers a challenging occasion for taking a new look at our total range of policies and

programs affecting the blind and other handicapped people. Every innovation in public social policy tends to put into fresh perspective the problems of policy and relationship that need continuing scrutiny and appraisal if our democratic government is to serve the needs of all its people. This particular discussion is directed to some of these problems of policy, relationship, and philosophy that new and developing programs present for persons concerned with the welfare of the blind.

In our present-day complex society persons who work with a particular group of people or a particular type of human problem are frequently bedeviled, bewildered, and not a little irritated by the elaborate maze of public policies and programs into which they must somehow struggle to fit the specific and very individual needs they are trying to meet. For every public program develops within its own context of purposes, limitations, and evolutionary pattern. Not only does the relationship among them become constantly more complex but so likewise does the prob-

Mrs. Elizabeth Wickenden is consultant on public social policy for the National Welfare Assembly.

This article is the substance of an address Mrs. Wickenden delivered on March 7 at the annual conference of the Greater New York Council of Agencies for the Blind.

lem of fitting their jig-saw puzzle pieces together in terms of particular individual needs. This is a major current challenge to the profession of social work but it can also—in the course of the day's busy round—seem a considerable headache to the individual social worker.

But it is interesting and surely reassuring to consider the fact that these problems that puzzle us so much today arise out of the enormous progress our society has recently made in providing new welfare services and new forms of protection for people in various circumstances. Nomads living in the hills of Afghanistan or peasants in the vast interior reaches of China are not troubled by these problems. And it is really astonishing to consider that even in our own country twenty-five years ago this vast institution we call "social security" had not yet been born. Progress in social organization brings new hope, opportunity, and security to the people it affects but it cannot be achieved without problems of adjustment and accommodation. This is true not only in our own advanced state of organization but throughout the whole process of social evolution which seems to follow a fairly definite pattern.

Evolutionary Stages

It may be helpful in getting perspective on our own problem if we take a look at this evolutionary pattern as we see it unfolding in our own history and in other less developed parts of the world. This appears to involve three fairly well defined stages.

In the simplest form of society virtually all social problems are left to the individual or his own family to resolve. The large but cohesive family structure seems to serve its members quite well in situations where the economic and social organization is simple, stable, localized and fairly self-contained. But in those situations where the family falls

down, the individual in great need—because of disability or other handicap—is obliged to throw himself upon the unorganized mercy of neighbors and community, in many cases through the desperate and humiliating expedient of begging. And again progress exacts its price since any advance in the basic economic or social organization of a country appears to increase the number of cases in which family responsibility fails to fulfill its former role of assuring minimal security and support.

Limited Social Responsibility

In this second stage, as societies move toward more complex organization and wider interdependence, they seem to single out as a social responsibility certain groups whose need is most obvious and appealing. Small children without adults to provide them care are frequently the first group around which social welfare responsibility as we conceive it develops. But persons with an extreme and obvious handicap such as blindness are also among the first to be singled out for socially organized welfare aid. Special centers providing living arrangements, treatment, education and vocational opportunity for the blind—even though inadequate in numbers and standards of service—are developing in countries where generalized health and welfare measures are either non-existent or very limited.

But in a highly organized country like our own we have tended, especially in the last fifty years, to move toward very broad measures to meet or anticipate the needs of large numbers of people in particular situations.

Thus we have now almost universal programs of social insurance to compensate workers and their dependents for loss of earnings due to retirement in old age, premature death of the family wage-earner, permanent disability after fifty, work-connected death or disability,

and to a somewhat lesser extent, unemployment. We have public assistance to provide for people who are "needy" in the sense that the resources available to them do not provide the level of living the community considers basic and indispensable. We have many types of generalized health programs to prevent or remedy illness and disability and we have vocational rehabilitation programs to assist disabled people toward employment. And in addition to all of these broad functional programs we have a variety of special programs to assist and protect children, older people, veterans, workers, farmers, and others in terms of a particular aspect of their lives.

Problems of Expansion

It is not surprising that this stage of social evolution, however much we value its benefits, brings us its full quota of derivative problems. For all human beings are single individuals, struggling to solve the various problems of their personal development and life situation, in an integrated way. The inevitable segmentation, particularization, and specialization of problems and remedies in what we sometimes call — whether in praise or derogation — the modern "welfare state" is bound to create confusion when translated into the perspective of an individual. And if this is a problem for the average human being it is a thousand times more so for the person who is struggling against one of life's most cruel, handicapping, and potentially isolating blows, the absence of sight.

I think it is very natural for many concerned with the problems of a particular group of individuals to assume that the solution of this problem would lie in a centering of all services and benefits for that group in a single agency with a unified, all-embracing program. This is to some extent the approach taken, for example, by the sponsors of

the perennial proposal for a federal agency for the handicapped in which would be centered health, welfare, rehabilitation and placement services for this group of people. It is, of course, an issue in many states with respect to services for the blind. While I would be the first to recognize the need for specialized services of certain kinds for the blind, I believe the idea of a completely integrated program for one group of people, especially one that removed those persons from the main stream of general benefits available to other persons, would create more problems than it would solve. For basically such segregation could have two extremely dangerous results. In the first place it might well discriminate against the group singled out for separate treatment by depriving them of benefits available to other citizens. Sometimes such groups, even though seemingly placed in an initially advantageous position by reason of their separation, find the course of social progress passing them by so that their ultimate position is one of discrimination. We have seen a recent interesting example of such a situation in terms of the exemption of policemen and firemen from coverage under the Old Age and Survivors Insurance program. These groups, fearing that OASI coverage would endanger their own pension arrangements, asked the Congress to place a specific prohibition against their inclusion in any plans to cover other local governmental workers. But now as the OASI benefits have increased and they see their fellow-workers in other branches of municipal service benefiting from this program, group after group is coming to Congress asking that the prohibition be removed. In a sense this effort of one group to isolate itself from general benefits assumes the prior existence of a special claim or advantage. But there is always the danger that the main stream of social

progress may sweep by these secluded pockets depriving them of the benefits of growth and development that come from identification with a broad social movement.

The second risk is perhaps even greater for the blind and that is the danger of isolation from other people and the social institutions that serve them. Social isolation is surely one of the greatest hardships imposed on persons whose disability deprives them of the most common means of apprehending and communicating with other people, namely vision. I can well understand the dilemma that confronts workers with the blind who wish to ease the burden of social adjustment for blind persons without isolating them from the normal ways of other people. This particular problem of many programs and offices serving many needs is one of these normal and sometimes difficult aspects of modern life and hence part of the dilemma. But I would like to suggest that perhaps it would be wise to weigh the difficulties against the danger and consider whether other solutions might not be sought to help ease the problem.

Perhaps it is necessary to recognize from the beginning that no absolutely perfect plan of social organization exists, especially in a society as multi-faceted and complex as our own. Accommodation and adjustment will probably always be the order of the day and I can well imagine that social workers in 2057 will still be complaining about the arbitrary rulings of bureaucracy, the failures of coordination, and the fragmentation of their clients. But I do feel there are certain useful directions in which our efforts might well be intensified.

New Services—More Caseworkers

First of all I would like to suggest that we re-examine the role and methods of individualized services, "casework services" if you will, that are directed

to assisting individuals in making the best use of this broad gamut of general social measures. It is a common and—to me at least—wholly unrealistic notion that the growth of these broad programs like social insurance will reduce the need for caseworkers. This, I believe, derives in part from the overemphasis in the profession of social work itself over the last twenty-five years on the psychiatric or personal adjustment aspect of the caseworker's job with a subsequent underemphasis on its social content. Certainly this is a major element in work with blind persons who have one of the most difficult problems of personality adjustment known to man but it is only one aspect of a very broad and complex job.

Changing Role of the Caseworker

The growth of social institutions in the modern world has placed a new emphasis and a new compelling importance on the role of caseworkers, whatever their particular setting, in helping to bridge this gap between the highly particularized needs of individuals and the broadly conceived social programs designed to meet general social needs. So great is the need for this particular function in the modern world that it has placed a heavy strain on the resources of the social work profession. Not only are the numbers of qualified social workers wholly inadequate to meet the growing demand for this type of service, but it has rendered quite obsolete some of our earlier concepts of the respective role of governmental and voluntary social service. Today the problem is no longer whether these social services are to be performed by public welfare agencies or voluntary agencies under community, sectarian, or specialized auspices but how all these services are to be expanded to meet an overwhelming need. The adjustment of our total organization, philosophy and methods to

meet this new situation constitutes a major challenge to all of social work and one in which workers for the blind have their own special and extremely urgent role to play.

Special Needs Must Be Met

A second direction in which workers for the blind have a peculiar and unique responsibility involves the identification of the unmet needs of those they serve. This too is a general social work responsibility which assumes a particular perspective for those who deal with a special group or condition of life. For the social worker is not only in a position to assist individuals in taking advantage of the social programs and benefits that do exist but is also uniquely situated to identify those needs for which no adequate social program yet exists. This involves two types of situations: those in which a particular need is unique and, therefore, requiring of a peculiarly specialized service and those which are widespread requiring a modification of general social policy for solution. In both cases the social worker is in a position to develop the facts which alone can point to action and frequently to suggest the desirable nature of such action.

Workers for the blind are better situated than any other group to identify those needs which are peculiarly related to the condition of blindness and cannot, therefore, be met by any generalized measures. Each new generalized measure serves to bring into focus the need for special services and should not be permitted to obscure or becloud this continuing social responsibility. But the constructive discharge of this function requires the most thoughtful analysis of actual needs and existing programs if social policy is to be carried through the Scilla and Charybdis dangers of an overemphasis on general programs that ignore special needs or an overemphasis

on specialized programs that isolate those they serve from the main stream of social benefits. This is a second major challenge to social workers who serve the blind.

But I am sure that no one would contend that the responsibility of workers for the blind ends with those needs which are unique and peculiar to the condition of blindness. For they share with all social workers a responsibility to study the total relationship of those they serve to the existing structure of society and to identify the ways in which that structure might be improved better to meet their needs. Fortunately in our democracy social institutions are highly developmental and respond in due course to a demonstrated need and desire on the part of those who, as citizens, both make public policy and benefit by it. But again the social worker has a responsibility to make known to the public the needs of persons who, by reason of their very handicap or vulnerability are not always highly articulate in their own behalf, and to do so in the context of a total forward development that benefits the whole society.

Public Responsibility of Social Workers

Despite the great progress we have made in the past twenty-five years I believe no one would claim that our programs of social insurance, public assistance and social services, vocational rehabilitation, or health care had reached their final peak of finished perfection. Nor will they ever do so as long as our democracy continues to adapt its institutions to the changing needs, desires, ideals, and productive capacity of its people. But if social workers are to be effective in influencing the direction of growth and development in the programs that serve their clients, they must do so in terms of a social philosophy which can be translated into specific

goals and methods. This is not easily achieved in the modern-day labyrinthian complexities of public social policy, but if social workers abandon the task as too difficult where are policy makers to turn? Without attempting to cope with this large question I would like to suggest just a few of the problems of social policy that lie immediately ahead in each of these major areas of public responsibility.

Insurance Programs

Social insurance, as presently conceived in our system, has certain very definite limitations as a source of income for unemployable blind persons. Fortunately employability itself has proved a changing concept and an increasing number of blind or visually handicapped persons are finding themselves able to engage in gainful employment and thus to qualify for the social insurance protection afforded to all workers. This year an additional insurance protection is extended to two categories of handicapped persons: those over fifty with the work record required to achieve coverage who become disabled to the extent that they can no longer engage in substantial employment, and the disabled dependent children over eighteen years of age of primary insurance beneficiaries. The first of these programs, now very limited both with respect to eligibility and benefits, may well be extended toward greater adequacy in both respects and the observations of workers for the blind on the effect of present limitations can be an important factor in bringing this about. There are also problems to be considered regarding the relationship of these programs to rehabilitation and medical care. Already the question is being raised as to whether the special taxes levied on workers and employers to finance these programs might not properly be used to finance rehabilitation

services and hospital care for their beneficiaries. These and other questions on the relationship of social insurance to health programs present problems on which workers for the blind might bring useful experience to bear.

For many blind persons, however, public welfare services and aid related to actual individual needs will continue in the immediate foreseeable future to be a major reliance. Even in an ideal social security structure which provided adequately through insurance for all forms of predictable economic deprivation, a flexible program of aid and service adapted to unusual, particular, and individual need would still be necessary. The so-called "means test," long despised as a humiliating device for restricting eligibility for public aid, could, in a well-conceived, well-financed, and well-staffed public welfare program, become the means for providing really adequate benefits and constructive service for persons with unusual needs, whether economic, social, or physical. But many questions of policy and attitude will have to be resolved before that halcyon vision can become a reality.

The Financial Question

Basic to all other progress in public welfare is the question of what the public is willing to finance by way of level of benefit and service. Public welfare officials and workers are not principals but agents of public policy as expressed in the popular will. For that public policy to become effective people must be willing to pay the price of a really adequate public welfare program based on a high standard of social responsibility. Increasingly as social insurance takes over a larger share of the responsibility for underwriting basic income social services will become a more important factor in the public welfare job. This too is an aspect of public welfare which people generally must come to

value if they are to pay its price, and social workers must do a better job than they have done in the past of making the usefulness of this service more widely understood. The changing nature of the public welfare job also raises fundamental questions about the continuing utility of the categorical concept in establishing eligibility for the basic guarantees represented in the public welfare function. Specialized services will always be required for persons with special needs but these services must in turn be rooted in support for a principle of responsibility that extends beyond selective limits. The question must be faced as to whether the entitlements of any one group of needy persons are not more threatened than protected by popular neglect of or indifference to the reality of need among others.

Shaping the Future

There are also important questions to be faced regarding the future direction of growth in the rehabilitation programs. Already proposals are being considered which would expand the present vocational rehabilitation program to persons who are not looking to ultimate employability but rather to greater self-sufficiency, mobility, social contact, and personal fulfillment. Everyone agrees that rehabilitative services should be available to all handicapped people but some are wondering whether this does not also involve the greater incorporation of rehabilitative concepts in all health and welfare services and hence in which direction this goal can best be achieved.

Perhaps the greatest uncertainties in the future direction of public policy lie in the area of health and medical care. The United States, even though it has not adopted the comprehensive approach to health problems that characterizes health programs in countries like England, has nevertheless rapidly ex-

panded its governmental programs related to the health sciences, health facilities, and health services. At the present time over one third of all medical care in this country is tax-supported, yet many gaps in health protection still exist. Lively debate still surrounds the question of just how this gap is to be closed but little doubt exists that people want it closed. Will this be accomplished by a large-scale program of financing medical care for those determined by specific inquiry to be unable to pay for it themselves? Will it be done by some plan of subsidizing, underwriting, or supplementing the coverage and benefits available under voluntary plans? Will it be done by some adjunct to the existing social insurance programs? Will it be done by direct provision of governmental health care? Will it be done by some kind of compulsory national health insurance plan? Or will it be achieved by some partial or complete combination of these methods? This is one of the most challenging questions that confronts us all.

Loss of vision is a problem that affects an individual in every aspect of his life. It is at once a health problem, an economic problem, an employment problem, a problem of social relationships, a cultural problem, and a challenge to those basic internal resources of being we call—in different contexts—the personality or soul. Those social workers who seek to aid the individual struggling with this staggering array of interrelated problems not only cannot afford to ignore any one of them but likewise cannot afford to ignore the social measures that underpin and strengthen individuals in all these situations and relationships. Man has created a wonderful instrument for pooling strength and resources in his social institutions but they must be constantly shaped by our expressed needs and fed by our own vitality of interest.

SOCIAL WORK: Three Views

Social work is reviewed from three approaches in the three respective papers reprinted here. In general, all three authors analyze modern social work, and each reviews its history in more or less detail, as it has been shaped by changing conditions. Freda F. Burnside deals with social welfare as a concern of the community largely as expressed in the service of the volunteer; George W. Rabinoff discusses the effectiveness of the social worker's contribution; Rev. Swithun Bowers analyzes the nature of social work. The foregoing are over-simplified statements in terms of summarization of the respective papers, but perhaps they will serve as a starting point for the reader's own formulation of an integrated concept of what "service to the blind" involves and of how his own activity fits into the total social work function in 1957.

Welfare Problems and Community Services

FREDA F. BURNSIDE

SO MUCH OF HUMAN living is done by faith. An organization, a committee, a program chairman, the speaker share a community of purpose and a mutuality of faith one for the other, that we have understood each other and on the basis of this perception will attempt to serve each other. Social work draws heavily upon the substance of faith. Social work rests ultimately on certain assumptions which cannot be proved by calculation but without which its methods and goals are lifeless.

Gain as the result of social work practice is not easy to measure and sometimes we give the client so little credit for his struggle to become healthy and grow. Man and his achievement elude measurement in the sense that we may measure the things about him.

Freda F. Burnside is director of staff development of the Kansas Department of Social Welfare. This paper is reprinted from Minnesota Welfare, 1956 Winter edition.

The upward strivings of a whole generation are not easy to assess and when we limit it to a single individual the complications pyramid. In Mozart's day his "Figaro" brought him \$200, "Don Giovanni", \$225 and the magnificent "Requiem," \$112.

The wholeness of its concern with people in distress stands as one of the distinctive attributes of the profession of social work. In effect we say that human betterment is the goal of our society. So far as economic and cultural resources can be developed, the general standard of living should be progressively improved, education for physical and mental health and welfare should be widely promoted and if we might be able to add the most ideal premise — that the social bond between homo sapiens should lead to the realization of the age old dream of universal brotherhood. The ethic derived from these and similar theses leads to several core ideas which distinguish social work as

one of the humanistic professions. No social worker understanding his own motivation for choosing his work ever completely surrenders the personal satisfaction of seeing his insight and empathy bear results in the better living of another individual. It is this intrinsic faith in the person, the problem, and the place in this combination which demands our daily commitment to the task. Social diagnosticians that we have become, we are yet in our respective jobs not because of what we cannot do for the client but because of what we can do for him.

One must eventually approach the subject and for us today it is one of unusual dimension — Welfare Programs and Community Services — and I suppose one might appropriately ask how we bring these two familiar though often ununited relatives together.

If you wish to appear agreeable in society, you must consent to be taught many things which you already know. I wish I were able to bring new thought to the subject, but perhaps the most I shall be able to do is to rearrange some ideas you already have.

Social Work and the Public

American social workers in the voluntary and public agencies and the great corollary body of lay people who work with them have created a very important though perhaps not powerful social force in this country. In a sense, we both reflect and affect the American scene. Tax funds and voluntary gift dollars given in the United States represent the greatest charity budget in the world — and yet to what extent is social work and the social worker firmly established or even seriously regarded as an essential in the composition of the community? Oh, I know that you can say to me that this is all changing, that this is the age of attention for social work. The journals have

longer and longer ads for social work positions and recruiters compete with recruiters. The social worker can vie for a substantial role on TV, on radio, in the newest novel, and even in the legitimate theater. I am still forced to pose the question, "How well does the community know and regard the worth of social work?" "How well are we integrated into the life and kindred services of the community?"

Prodded to discover answers to these questions, I think we have begun to set upon a positive course and to reach back into shelved techniques which served us well in the past. Public interpretation seems to be the keynote of the strivings of social work today and well it might be for our recruitment to the profession and to professional social work education has been showing a decline. Are these symptoms of an apathetic or uninformed public unwilling to buy our services except at the lowest possible figure or is it a public so out of touch with what we do that it cannot evaluate us except on the basis of yesterday's stereotyped vendor of relief?

The public is asked to support an array of causes and concerns of which social welfare is only one. We are perceiving enough to know that the designs of our jobs are monumental and any near fulfillment of them demands both the work and the cash of a friendly and knowledgeable public. Nothing but misfortune could befall a profession whose members fail individually and corporately to be concerned with attaining public understanding.

Today social work and particularly public welfare are out to relocate and cultivate an old friend, namely, the volunteer. It is to the eternal credit of the voluntary agency that this well-spring of community interest and public service still flows. For as public welfare agencies were born in rapid

numbers there came along beside them certain legal and administrative procedures which need not have but which did obscure the role of the volunteer. Comprehending the broader definition of social services for people today in our communities we are finding the social worker cannot cast the whole play and there are some spots for which we need to audition.

A provocative quotation from the writings of Hans Gross, a lawyer of Mary Richmond's day, makes a fascinating case for the volunteer and lay person.

"Only the sham knows everything; the trained man understands how little the mind of any individual may grasp and how many must cooperate in order to explain the very simplest things."

Multiple Function of the Volunteer

Perhaps at the outset we should point out several characteristics of the volunteer or lay person. First of all, he does not always volunteer — sometimes you must go after him. Then as far as the term lay is concerned he is lay only to social work for out of his own life and living he brings you a competence from medicine, law, teaching, homemaking, farming, insurance, ministry, etc.

Now, as always, the professional social worker asks whether an influx of volunteers would affect adversely the establishment of high standards of professional training and personnel. It is more reasonable to believe the importance of standards will never be understood in the community, much less fully realized, without the help and active support of numbers of volunteers who observe what social work is at first hand.

An occasional social worker may fear that the volunteer will make inroads into his job but perhaps one of the greatest premiums to be derived from

a volunteer program is that the agency is forced to test the validity of its program. It is placed in a position where there must be analysis, clarification, and definition. I think there is no better mental exercise than for an agency to restate its function and to do so with such simplicity and clarity that its meaning could escape no interested individual. Volunteers ask questions and this is no time for lumpy thinking and vague substitutions for real answers.

Volunteers engaged in all manner of activities, from motor corps to recreational assistants, are learning to get under the surface of the jobs they perform. From the best of social agencies and social workers they are finding out something of the essence and philosophy of social work, with a view no longer distorted by an aura of mystery. In some instances, they are even learning to define the social worker's job with the keen, quick eye of a fresh observer. They perceive that social work is an attempt on an individual, professional, and dignified basis to help people rise above their own inadequacies and handicaps — economic, physical, emotional, or social — in order to become in every sense of the word a total personality. They are comprehending with some amazement that the objectives of social work, though not always the methods, are synonymous with those of the circumspect taxpayer.

In the light of this knowledge the volunteer is assuming increasing responsibility in the continuous fight against rigidity and narrowness which view poverty as indicative of personal failure, delinquency as willful revolt against society, unemployment as an unfailing sign of laziness, and mental illness as a darkening and irrevocable disgrace. For the volunteer who has acquired close understanding of a social agency soon realizes that while people cannot be held blameless for all their

deviating behavior, there are nevertheless powerful forces within them and in their environment that frequently defy control without the assistance of equally powerful but constructive forces in the community.

With these accomplishments out in front, the volunteer is beginning to look with an assessing eye upon certain contemporary social work practices which the professional person has not seen or at least has failed to tackle. The intelligent volunteer is asking embarrassing questions about the lack of honest-to-goodness social work planning. Why are not all the resources and services of a community tapped in answer to a blatant need? He is wondering why in some communities the money-raising functions of the welfare organizations swallow up or dwarf the planning functions. He is wondering whether the social worker's talk about prevention and rehabilitation is merely nice talk or whether social workers are willing and administratively able to do the re-evaluation and design, the re-direction necessary if the social services of a community are to aid in reducing the present rate of social breakdown. The keen volunteer is also wondering about wide gaps that exist in social services, the lack of coverage in most communities, the lack of professional integration and the emphasis upon separate aspects of the field rather than upon social work as a whole.

Volunteers have demonstrated repeatedly not only that they have vision but that they can do many things perfectly that can be done by professionals often inadequately, if at all. In interpretation, in legislative effort, in the solution of certain administrative problems, they have the edge over social workers by reason of their close relation to the community, their neutral position, their intimacy with fields other than social work, and their wide ac-

quaintance with representative people.

The opportunities of citizen participation are the privilege and obligation of all. Volunteering is the American way of expressing democracy. I have not said that volunteers should not be used in jobs or services for which money has been provided for paid personnel, or for which money could be secured through proper channels and action, but this is true. I have not said that volunteer service is no polite gesture casually made at the cost of a few occasional hours, but this is true. I have not said that selection, training, and supervising the volunteer is not an extra-curricular activity but a fundamental part of a professional social worker's responsibility, but this is true.

I have not said that the unofficial voice of an advisory committee seeking information and answers makes a contribution of inestimable worth, that the sponsor of a parolee often lends a supporting strength that surpasses the treatment-focused efforts of the social worker, that the friendly visitor to the homebound adds a plus to the equally purposeful call of the social worker, but these also are true.

Strength Through Unity

What I have tried to say is that social work does not have a monopoly on empathy, understanding, and warmth. To be fair, I don't think we could like ourselves if we take credit for the whole job. We gain strength as a profession as we are able to join hands securely with associates in allied professions and lay persons feeling no competition because their aspirations though different in some respects may be equated with ours. If we must compete, let's do it together.

When I think most positively of our philosophy, I think of providing people — all people — with all that will make them fit to live their lives physically,

mentally, socially, and spiritually in companionship with each other. Such expectation is not easily or perhaps completely achieved, but this is one of the reasons for tomorrow.

Dramatically we find these concepts borne out in the literary genius of Thomas Mann writing in *Joseph in Egypt* —

“But lo, the world hath many centres, one for each created being, and about each one it lieth in its own circle. Thou standest but half an ell from me, yet about thee lieth a universe whose

centre I am not but thou art. Therefore both are true, according as one speaketh from their centre or from mine. And I, on the other hand, stand in the centre of mine. Four universes are not far from each other so that they do not touch; rather both God pushed them and interwove them deep into each other, so that you Ishmaelites do indeed journey quite independently and accordingly to your own ends, whither you will, but besides that, you are the means and tool in our interwovenness, that I arrive at my goal.”

What Can the Community Expect Of Social Workers?

GEORGE W. RABINOFF

UNDOUBTEDLY ADAM said to Eve, as the gates closed behind them: “Darling, we are entering upon a period of transition.” That period of transition persists; some of us are realizing that it will always be so. It is in the nature of the human being that we should move constantly from one pattern to another, generally so slowly that the change is barely noticeable. We have come from the wheel to atomic energy, the spear to the guided missile, the lone hunter to the automated factory.

The extremes are extreme, they represent countless generations, progressing from the simple to the complex, and not always necessarily forward. We think the pace has accelerated during our lifetime, but has it, relatively? Was the cross-bow any less drastic and dramatic in the fourteenth century than the atom bomb in 1945? Or the steam engine of

the 1700's less revolutionary than electronics? Actually, each of these made a profound impression on the way Man provides himself with food, shelter, security, and the joys of spiritual and human bonds. New forms of civilization took shape; frequently, as the English historian Trevelyan has noted, new and old live side by side, spanning a thousand years, as in the agricultural pattern of England in the mid-1800's. Production, trade, war, social institutions — these are the components of human life — and have always been.

What has all this to do with the social worker? The social worker, as we know him, is a new phenomenon, the product of social forces incidental to industrialization and consequent urbanization, come to fruition only within this half-century. Like every other social mechanism, he has origins, and I submit that his relationship to the community traces back to those roots. Social work's goal, the well-being of people, is the common denominator which binds the tribal

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chief and the witch doctor, the feudal baron and the medieval priest, the village squire and the friendly visitor, the ward politician and the paternal industrialist. The burnt offering, the bread and circus, the village fair and the knightly joust, the pest house and the poor house, are all within our professional heritage.

It is from such beginnings that the social worker has come to his place in modern society; today's attitudes and concepts about social workers derive from such solid background. Training brings new understandings and techniques to the modern practitioner, but the memories of the past pervade his psyche; he practices in a setting which expects personal commitment, personal gratification or spiritual gain, or the warmth of direct benevolence; the setting has no patience with such non-traditional approaches as questions, studies of causes and effects, the so-called "scientific" aspirations. Nostalgia ignores the grim facts of the past; the extremes of poverty and profligacy are forgotten, as are the fears, the bitterness and the miseries of what we love to recall as the simple life. Only the sweetness and light linger on.

Being neither economist, historian, sociologist, nor even political analyst, I can only cite the elements which produced the social worker.

Industrialization

Industrialization is factor number one. It has brought a tremendous increase in population in every country of the world. In the United States, the proportion of that population required for agricultural pursuits is declining steadily, and people are concentrating increasingly in urban centers. Developing by chance rather than by plan, accelerated by inventions in science and in public health, the turn of the century brought a plague of social problems, of

a magnitude and variety unequalled in history. Social workers emerged out of many backgrounds to spotlight some of the worst spots, to seek ways and means of dealing with them. Thus were laid the foundations for today's concepts and practice.

Interdependence

Interdependence is number two. Self-sufficiency in tribe, clan, or family characterized earlier eras. We are no longer isolated, whether we think of commerce or industry, national or international affairs, individual or family life. The world is becoming smaller by the month. Even war rests on the interdependence of nations; no single nation can provide for all its needs, nor can it protect itself or the vulnerable underdeveloped country against political or physical epidemics. World War II upset many fixed ideas, in many parts of the world. The white race is no longer accepted as master. No country is inherently inferior; although there are differences in culture and history, in economic and technical development, and in many other respects, the long-standing norms of the Western world are being seriously challenged. Rampant nationalism, the rabuniousness of new-found freedom, is leaving no choice but for the old "have" nations to stand by the "have nots" via their abundant enterprise and resources. Three-quarters of the world's population has been living under colonialism.

A British Member of Parliament, Harold Wilson, in his recent book *The War on Poverty*, says "for the vast majority of mankind the most urgent problem is not war, nor communism, nor the cost of living, nor taxation. It is hunger. More than one and a half billion people, something like two-thirds of the world population, are living in conditions of acute hunger. This hunger is at the same time the effect and the cause of the poverty, squalor and misery in which

they live." And Prime Minister Nehru speaks for much of the world when he says: "What is new in India is not misery; what is new is the consciousness of this misery and the impatience to escape from it."

Time marches on; the world will surely find more new troubles unless we find the way to help these previously submerged people come out and face life with us. As a prominent UN administrator said only last month, large sections of Asia and Africa, and he might have added South America, are rushing into the modern world from various stages of primitive isolation. The West will have to learn how to live with these newly emancipated countries on a peaceful and mutually advantageous basis, "among peoples of many races, creeds, and degrees of development."

Concept of the Dignity of Man

Number three is the concept of the dignity of man. The idea is as ancient as the major religions and has been reaffirmed many times. It is the backbone of our Declaration of Independence. But ours is the first generation which takes for granted that every man is entitled to the fruits of his labors, and that breakdowns in person or in family are not due to human frailties alone. To put it another way—the more we learn about the mind, the body, and the wonders of nature, the more we know that children need not die at an early age, that an increasing range of physical and mental conditions can either be prevented or corrected, that on the economic side, we can envisage a potential of no poverty, anywhere. In short, the capacity of the world to take care of its population is no longer an idle dream.

We can hope for a generation or two of wise diplomacy, plus a continuing gain in production, distribution and other measurable "know-how" plus — and here's our chore—much more knowl-

edge and understanding of "what makes Sammy tick." But the goal of the great spiritual leaders of all time is now within reach; hope springs in many souls that had known only depression from one generation to the next and never even considered the contingency of a better, yes even a more comfortable way of life.

These three major forces encompass many other developments that are changing our world. To name a few: the mobility of our population (one-third of us in this country have been moving every year); the universally increasing proportion of young people and elderly (as epidemics are conquered, morbidity and mortality rates decline, and the gap widens between births and deaths); the decline of the isolated small towns and the growth of metropolitan areas; the increase in production capacity, implying shortened work periods and more leisure time and more goods for wider use; more young people are going through an educational experience, cutting down illiteracy, increasing the number of professionally trained and skilled technicians, white collar and managerial jobs, in response to economic demand.

This conference, like every other in most countries since the war, has been talking about how these technological gains can be integrated into productive life patterns, how social progress can keep pace with the physical. Apparently it takes more effort and longer time to change philosophies, outlooks and attitudes, emotional reactions and prejudices, than to discover and introduce new machines, roads, and flood controls.

What has this meant to our social institutions?

The Church, protesting against inequities and taking care of the helpless, lost this latter function to the social worker. It is restudying itself and is finding that it still has an important

welfare function. The recent Conference on the Church and Social Welfare and other such undertakings are spelling out the new role. The traditional role is largely gone; the poor we do not have to have with us much longer. Urban living and the changes in the ownership, management, labor organization and structure of industry, with some social guidance, have wiped out the old styles of poverty and have created new, which require a more technical skill than can be learned in the theological seminary. The inspired preacher, sensitive to the world about him, will continue to contribute to social advances, and constitutes an important ingredient in the new body politic.

The family has changed, too, as has been amply demonstrated in the texts, the daily press and by experience. In concept and in fact, it is no longer the self-sufficient and self-contained place where economic practices and attitudes are transmitted from father to son, and where social traditions and ethics are learned at the mother's knee. For our present purpose it is enough to register that the breakdown of the family under the buffeting of industrial forces has created a new set of social problems, whose nature and resolution is worrying all of us, be we legislators, ministers, economists, social workers, or just parents.

The neighbor was the stalwart of the small town and of the frontier. He made the goals to which the youngster aspired, he stood by in crisis and shared the joys and trials of daily life. Neighborliness was warm—an extension of the personality of God. A substantial proportion of our people still live in places of 25,000 or less (forty-one per cent in the 1950 Census), but the number is dropping even more rapidly than in the preceding decade. Our metropolitan areas are building new kinds of relationships among neighbors, few of whom even

knew the parents of the family next door. Community planning is striving to develop neighborhood and district planning bodies to replace the social strengths of the old, natural, reliable, and mutually beneficial neighborhood. We have to learn how to construct solid foundations under shifting populations. The architects learned how to build on sands; maybe we will learn how to stabilize human associations in neighborhoods whose residents and characteristics shift within one generation or less.

The Modern Social Agency

The social agency of today is less than a century old. In the Christian-Judaic tradition, the English and the early American, there were always voluntary organized charities, on a larger or smaller scale, a church or religious program, an endowment or a Home for the Relics of Worthy Clergy, Sailor's Snug Harbor or Girard College. Generally conceived by or around a person as an extension of himself or his class, it served a useful purpose, accepted the distinctions of class, and was accepted by the beneficiaries as a way of life. The new social agency, aspiring to be a community expression, governed by a representative cross section of the community, is a reaction to the way people live and function now. The ideals have come down from the Buddha, Christ, Moses and other equally wise sources; the ideals are firm. We still aspire to love, to justice, to sacred guidance, and have added the concept of social responsibility to people, just people, not only those we know, or can see, or are otherwise within our direct line of concern. The modern social agency strives to retain the old virtues, to adapt them to the realities of life today.

The position of government has changed considerably too. Within our lifetime, government represented a creature of the wealthy, the elite, an

enemy of the common man. The principles of democratic government are evolving, in this vast and complicated nation, as a necessary medium for providing for all of its citizens the securities, the protections, and the disciplines of national life. The government, whether through the New England town meeting budget, or through the later almshouses and hostels, or the township trustee of the midwest, has always taken some responsibility for the socially disabled. It was only in the 1930's that the Supreme Court ruled that the "general welfare" clause of the Constitution permitted the federal government to share responsibility for the welfare of people. Funds on a national scale, equalizing local economic inequalities, facilitated the development and maintenance of adequate systems of public assistance and social security, and encouraged standards of care and service. Hopefully this federal provision was supplementary to local initiative and resources, not a substitute. Although the public assistance program, federal plus state plus local, is far from stabilized, it has already taken the curse off many of the social ills exposed by the Great Depression and pointed towards rehabilitative procedures to further reduce the ills inherent in our society. It should be noted in passing, that the public welfare services seem here to stay. Both major political parties are committed; the problems revolve around inclusiveness, how much, and how costs are shared as among the several levels of government.

Shift in Sources of Financial Support

The contributor to philanthropies is also different. Available wealth is spread wider, and the lower and upper extremes are moving toward the middle income brackets. But the sources of personal income have changed; among other tendencies, economic recondition-

ing into large-scale operations has forced the individual entrepreneur and the artisan to the wall. Mass ownership of production and distribution facilities, through the publicly-held corporation, parallels mass employment. Philanthropic support from these two sources, the business or industrial corporation and the employee, through the labor union or other in-plant organization, constitutes the bulk of chest and united fund incomes—and that trend continues up. Community service by corporation's employees and contributions from its income are chargeable to the costs of running the business, and the courts have so ruled. Organized labor, through the Community Service Committee of the AFL-CIO, by extensive staff relationships with national and local chests, united funds and councils is making an important contribution to community welfare; simultaneously, it is educating its members in the purposes and use of the social agency.

The Big Giver is still the backbone of social work financing, but increasingly he tends to be the controller of corporation or organized labor gifts—not that the big stockholder can yet be discounted. The income tax records show we are far from reaching the twenty per cent (thirty per cent for religious, education, hospital contributions) of income deductible for charities; we don't even tithe, but more of us "are in the act," the givers' lists are longer. "Getting the message across" should be simpler, when the bulk of the people are paying the bill. When we note that the government, at its several levels, is paying over ninety per cent of all philanthropic costs, depending on how the term is defined, it is apparent that there has been a marked shift from a small number of wealthy individuals to a large slice of the population, on both the voluntary and the tax rolls.

The client of the social agency is

changing, too. The "submerged tenth," the "under-privileged third" and similar phrases are passing into history. Coverage by OASI and unemployment insurances is almost universal; public health operates on the principle that medical research serves the whole nation, and that epidemic recognizes neither local, state, nor even national boundaries. Mental health problems affect rich and poor alike; child care and family services are equally essential to all sectors of the population. Growing needs for recreation and leisure time activities, for the many forms of technical counseling, for camping, and for the specialized hosts of social welfare, give life to the slogan, "everybody shares, everybody gives." Class lines no longer separate benefactor and beneficiary. Life is indeed becoming socialized, willy-nilly, by the force of the factors previously analyzed in this paper. The social work job is to expedite the process, to clean up the remaining inequities, and to find out how it can be done with minimum loss of human values.

What's happened to the personal service in this picture? The volunteer dominated and paid for the social agency during the early, formative period. In the 1890's the agencies were forced to employ staff, since the load was becoming too heavy, even for the devoted volunteers. Starting with retired or unsuccessful ministers and businessmen, the poorer relatives of the leadership, there gradually evolved the recognition that agency personnel required skills beyond the call of dedication. Informal in-training courses were followed by schools for teaching sociological backgrounds and methods; the school turned to the university for scholastic sanctions—and we have the origins of today's professionally trained social workers.

Chores, complexities, and volumes increased, more responsibilities passed

to the employed staff and the volunteer was relegated to minor status. He continued to man the boards and committees, he raised the funds, he was a necessary front to the public. But he could not be expected to understand the technical intricacies, nor the philosophies and concepts which were the heart of professional practice.

This is somewhat caricatured, and deliberately. The fact remains that the volunteer was dispossessed, eliminated from the national and state conferences, gave up the policy controls, and was made to feel that he was merely an enabling person, from whose support the professional could proceed with the conquest of the world. Now we, the pros, are struggling to bring him back into a partnership which recognizes the social values of Mr. Joe Citizen and his leadership potential, as well as the service skills of the professional.

Re-evaluation of Professional Standards

The recent studies of social work personnel have shown that less than one-fourth of the persons occupying social work lines have had any professional training. Moreover, the annual output of the professional schools just about equals the number of drop-outs, so that the field of social work can never be staffed with graduate-trained personnel. This discovery has led to two attacks, the one to improve recruiting measures and working conditions, to make the field more attractive to good prospects; the other to re-examine the requirements of professional field practice, now being made for the Council on Social Work Education by Dr. Boehm of your Minnesota School faculty. That study will determine how many and what kinds of social work jobs can be performed by persons with less intensive training than is required of two-year postgraduates. These would be special-

ists, probably, corresponding to the variety of technicians and therapists developed in recent years in the medical, the nursing, and other professional fields. At that point, professional graduate training will probably be even more intensive. But the professional social worker will have attained a maturity, a by-product of which will be a reconsideration of the function of the volunteer. The latent fear that he is competitive will be replaced by a differentiation along lines which could very well be explored, but would take us far afield from our present objective.

These are the forces which are shaping social welfare and the social worker. A recent UN study gave a definition of social welfare as "a professional service, under public or voluntary auspices, which exists potentially for each member of the community, without regard to his resources, with the aim of helping him in the full development of his capacities to the end that he may have a productive and happy life," buttressing the World Health Organization definition of health as "a state of physical, mental, and social health, and not merely an absence of disease."

Three Generations of Social Work

The initial stages of social work, reacting to the ravagings of industrial disturbances of the traditional social order, were devoted to the treatment of sore social ailments, the abuses of child and woman labor, starvation wages and inhuman working conditions, insanitary and unsafe housing in crowded slums, the filth and disorder of miserable, uncomfortable, unhappy people. The first generation of social workers was produced by force of the conditions which they saw around them; they were evangelists as well as students of human nature and social disorder. They tasted the rawness of life and preached that

the Lincoln principle was applicable "the nation cannot live half free and half slave." Social conditions needed to be attacked and corrected.

Jane Addams, Jacob Riis, Robert Wood, Lillian Wald, Florence Kelley and their kind, the pioneers, did attack; they focused public attention on inequities, they demonstrated that such inhumanity was not integral to social progress. They aroused public opinion and got results. They cleaned much of the worst mess. Even more important, they made a lasting mark in basic ways: they created a social climate for improvement, they established the facts, they suggested and tested ways and means; they promoted corrective legislation; they stimulated and nourished self-help and corrective measures within the groups most directly concerned. These were the people to whom Theodore Roosevelt turned for the social plank of his Progressive Bull Moose Party in 1912. That platform was considered extremely radical, beyond the range of achievement. "Teddy" and his party were defeated and lapsed into the limbo. But his social platform was realized within two decades. I haven't seen the document recently, but my recollection says that its measures have been so fully accepted as to be commonplace, in terms of the economic and social controls which have been built into our daily life, by legislation and by the organization of industry and labor, and a modicum of hard and spiritual leadership.

The next generation, Grace Abbott and Sophonisba Breckenridge, Linton Swift, Carl Carstens, Kenneth Pray, Porter Lee, Frank Bruno — and many more, of sainted memory — went more deeply into the study of techniques. They talked of prevention as preferable to cure. They looked to psychiatry to throw light on human behavior and the difficulties of people in working and living together. They teamed with

conomists, businessmen and labor leaders, with the medical, public health, educational and other related professions, with other bodies who could join to make life more livable on enlightened self-interest. Their products are all around us, in social agencies more nearly geared to today's world, in the social security system to protect against the inevitable deteriorations in self-sufficiency due to aging, unemployment, and to an increasing extent, illness. They sparked and shared in conceiving and developing the welfare planning councils, the community chests, the national organizations, the public health and research approaches to long-standing enemies of the good life.

This generation made fact-finding, diagnosis, and organization the cornerstones of their contribution. They knew, or tried to find out, how far their analysis of individual and social conditions could be ameliorated by their competence, and the points at which they needed to call in specialists and technicians from other fields. They looked for financing to private interests, individual and corporate, and to tax funds; they worked for, with and through public and voluntary welfare agencies; they tried to enlist the vast network of civic and other community-minded bodies towards the common weal; they moved into the international field, recognizing that this country's welfare rested on that of the rest of the world, whether for trade, political, or social philosophies. They made their mark too in broadened horizons of social work. They succeeded in translating some of their findings into standard operating practice within governmental and voluntary agencies, in delineating new areas requiring equally serious consideration.

What can the community expect from the present—roughly the third generation of social workers? If "cure" is the key word from the first phase of social

work's development, and "prevention" is the high spot of the second phase, "provision" may very well be the core of the third and current position, as suggested by Dr. Iago Galdston in an address to the New York School of Social Work Alumni last March. In our context this means that the social worker, having come into being to meet emergent social needs, now has, according to Dr. Galdston, the obligation of meeting "the needs of a new order of poor, the poor created by social disorganization, particularly by the failure of ancient institutions and the negation of ancient wisdoms."

All three phases are now operating. We still need and use the ambulance at the foot of the precipice, to care for the unfortunates who have fallen, for whatever reasons; we need the fence at the top of the precipice to indicate that it is a danger spot and to avoid other accidents; we also need, maybe, a new road, to bypass the precipice, or perhaps better driving education, to enable drivers to shun the temptation of approaching the precipice too precipitately, or any number of "new wisdoms" to replace or change the old, if they have outworn their usefulness in today's life setting. This latter is a hard chore, it will never be completed; we are still in transition and it involves a continuing re-evaluation of civilization's frame of reference. It is emergent today because the pace of life has so accelerated, because so much of the past is out of date, in social values as well as in physical, economic, political, and scientific progress.

The social worker, in all his generic and specialized practice, must relate to the other groups who are also concerned with what has happened to the Church and the family, how the individual has been changed in his attitude to life by such forces as the new industrial processes, the awakening of the world to the hazards of overproduction and surplus

in some parts, under-consumption and starvation in others. Your own Ben Youngdahl told the world what social workers believe, at the Chicago National Conference of Social Work in 1952. We can do no better than to reaffirm his wise combination of principles and objectives, although even that listing will have to be re-evaluated periodically, to make sure that we keep pace with the world.

But we have the additional task of translating these beliefs into operating programs. We need to carry on research into causes of disorientation and methods of dealing with them; community education for understanding and acceptance of objectives, positions, and programs; and finally, what we euphemistically call "social action," which too often means doing something because we don't know what better to do. These activities must be synchronized; they are part of an over-all design, each section worthless without the others, each enhanced because of the others.

Summary

In short, the community can expect the social worker, be he practitioner or executive, to be conscious of his responsibility for the formulation of the ideals by which man lives. He works in concert with the minister, the social scientist, the educator, and the other professionals; he knows that ideals must look to the future as well as to the past, and that community participation is as essential in evaluating ideals as in financing implementing programs. The social worker has evolved skills in dealing with people and their problems; that is his contribution.

His profession calls for practicing on the basis of a full analysis of the problems, the needs and the implications of his assignment. With the dedication implicit in the professional concept, with his objectives and his data clear,

the social worker can discharge his function, in the form of action, or initiative, or pioneering. He must be sufficiently attuned to community attitudes to join his colleagues in reconciling his goals with the realities by analysis, by consultation, by soul searching. Battles and controversies are inevitable, since we are in an area in which conflicts of personal and social interest abound. I dare not presume to uphold the social worker's judgment against those who would decry it today. By their deeds shall ye know them. Truly, the social worker has proven himself; he has demonstrated his capacity to help people and to apply his experience to social planning for change.

The extent to which social workers have been in increasing demand during these recent decades is objective testimony to basic values. However, each generation of social workers must go through the tests, to make certain that the standards, goals, and relationships continue valid, and have not been tarnished by softness, smug complacency, frustration, or other form of dry rot. For social work, by tradition and character, is a fighting profession and its tools must be kept sharp.

Above all, the social worker is a human being. Social workers vary in personality, they suffer from the usual frailties of human nature, they have selfish personal interests, they want recognition and status, in remuneration and in working conditions. But as the youngest and most rapidly growing of the older professions, social work, sired by industrial society but of ancient and honored lineage, has the primary responsibility of serving as catalyst, to lead in the creation of a climate in which the old values which have been the glory of the world can be adapted to this mad, new and exciting world, into which we have been catapulted by the superhuman effort of man.

Social Work: *A Helping and Healing Profession*

SWITHUN BOWERS

AS THEIR PROFESSIONAL association has developed and as other professional disciplines have accorded them recognition, social workers have come to take their professional status for granted. Yet we are members of a profession only insofar as we maintain, individually and collectively, our calling at the level of a profession, insofar as it manifests the essential characteristics of a profession. It is appropriate, therefore, to give some consideration to what should be involved in a profession that seeks to help and heal.

The word "profession," derived from the Latin *profiteri* (to declare publicly, to promise, or to vow), was first used in the early thirteenth century to signify a religious dedication, consecration to the religious life, a usage still current. By the middle of the fourteenth century the word was also being employed to indicate the solemn dedication of the knight to the ideals of medieval chivalry. Having served postulancy and novitiate as page and esquire, the young knight made his profession, after keeping vigil before the altar, by dedicating himself and his sword to the service of God and his fellows, and pledging to uphold the ethical code of the order and brotherhood of chivalry.

In the Elizabethan age usage of the word broadened to cover other solemn

declarations to a life of service and, by extension, to signify the callings themselves. The profession of arms developed directly out of the institution of knight-hood and to this day the soldier upon enlistment is required to make his profession, i.e., to take his oath of service.

Service to Men as Men

By the end of the seventeenth century, along with the military profession, supposedly an unlearned one, three "learned professions" were generally recognized—divinity, medicine, and law. These remain the great traditional professions and, since the idea of dedication to service was the core element in development of the concept of a profession, it is worth while noting that they, in contrast to most newer professions, have retained some formal declaration of this dedication—the ministry in the ordination ceremony, medicine with the Oath of Hippocrates, law in the oath taken at the calling to the bar.

Identification of the professions with law, medicine, the church, and the army, all of which drew largely from the upper levels of the class structure, resulted in considerable social status and prestige accruing to the designation. In consequence, other claimants to the title and the social emoluments thereunto appertaining began to appear, not without opposition from the legitimate heirs. By the nineteenth century dispute had arisen as to what was a profession, a trade, and a craft. Writing in 1839, Frederick Denison Maurice, English divine and founder of the Christian So-

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cialists, said: "[a] profession is expressly that kind of business which deals with men as men, and is thus distinguished from a trade which provides for the external wants or occasions of men."¹ This would seem a very pertinent distinction for what are sometimes called the "human professions."

Out of the nature of the learned professions emerged the now familiar idea of a profession as an organized calling in which a formal body of knowledge is, through a developed and communicable skill, applied as an art to some aspect of human life. Abraham Flexner's oft-quoted paper in 1915² elaborated on certain criteria of a profession. Particular emphasis was laid on possession of an intellectual technique directed toward definite and specific ends and transmitted through an appropriate educational discipline. Flexner's critical examination undoubtedly acted as an important impetus toward clarification of social work's purpose and the refinement of its educational system.

Flexner also referred, in somewhat muted tones, to the social ends that professions must serve, and to the devotion to well-doing and public interest that should characterize them. It is difficult, however, to see how some callings which he recognized as professions could fulfill this note of a profession. For it implies something more than usefulness; it implies service, and, to borrow Maurice's phrase, service to men as men. Service is a duty undertaken, and the spirit of a profession is to be found in its sense of duty toward man.

A profession is a brotherhood. Flexner understood this in the sense of the association and class-consciousness involved in common occupation with the same kind of things. Professional brotherhood should spring from the common profession of purpose, on the common dedication to human service. Its source should be in the shared and common

duty undertaken and in the ultimate purpose to which the brethren are vowed, and not, as Flexner suggested, in a common familiarity with the same means and the same tools.

Helping and Healing

Social work is considered as belonging to the helping and healing professions. The original Teutonic *helpan* signified aid or assistance given to another by some kind of supplementation of the other's actions or resources so as to enable him to be more effective. It may be noted forthwith that social work, in its concept of help, has not only the angels but also the etymologists on its side, for the helping professions should be concerned with doing things *with* people and not *for* them. Medicine is clear that its function is to aid the organism's own tendency to move toward an equilibrium when physiological balance has been disturbed; the church, in the ministration of divine grace, has always insisted that grace builds on nature, bringing divine assistance to human effort.

Healing, from the Old English *haelan*, means "making whole." It was this healing function, this making whole, that Maurice was trying to identify when he wrote of professions dealing with men as men. For the goal of the healing professions is to help effect the wholeness of man, his maximum growth as man, his fullest flowering. This does not mean that a profession must be all things to all men; a professional competence is limited to some aspect of man. It does mean that whatever be the aspect of man with which a profession deals directly, this aspect be collated with other aspects so that the specific competence be employed to further man's fullness as man, not to weaken or destroy it. Any healing profession must relate that which it does out of its competence to that which is

done, or can be done, by other competences. On such professions the duty of collaboration rests heavily.

In purpose, social work has sought to be a helping and healing activity. Social workers have seen their helping role in the true sense of an enabling function, without realizing perhaps that their favorite aphorism on "helping people to help themselves" borders on the redundant. We have always maintained that resolution of social problems in the individual, the group, or the community must be brought about by a mobilization of the subject's own will to act or to change. Sometimes it would appear that so great has been our concern for client self-determination that the fear of imposing something upon the client has prevented us from fulfilling as well as we might the educational role inherent in social work's goals.

Social work theory has always insisted that no matter how narrow the specific treatment focus in a given situation, the whole person or group might not be lost sight of. More and more we have moved toward clarifying the specific aspect of man with which social work deals: man in his interdependencies with his human and social environment, man in his social relationships. More and more have we come to see that, since we deal directly with but one part of the whole, we must collaborate with other competences if our service is to be valid and fruitful. We are recognizing that the concept of teamwork has meaning and significance outside the clearly defined clinical setting. Admittedly there are many lags and lacks in practice. Sometimes social workers give the impression that by collaboration they understand only cooperation by others in what they want to do or in what they consider appropriate. This attitude is found not only in relation to other professions, but also within social work itself. We can become so agency-

focused that the agency, its policies, and its prestige become more important than the client and the community it purports to serve.

Under the sting of Flexner's critique social work, which had begun as cause (to borrow the apt phrase of Porter Lee), began to move toward functional development. Considerable elaboration of technique followed with a consequent enrichment of competence. Nevertheless, movement toward an essential mark of a profession—that it be based on a synthesis of knowledge embodying an essentially intellectual activity—has been slow. Within the last decades there have been significant contributions toward this end, but the demand by social work practice for "job training" has tended to slow down the forward movement.

Social Work as Intellectual Activity

Any human activity to some degree involves the intellect, but when we speak of intellectual activity as such we mean activity arising out of that which is specific and proper to the human intellect. The distinguishing mark of the human mind is its capacity to abstract, to draw out from concrete instances the general principle or the generic concept, to move from knowledge of the particular to knowledge of the universal and then back again by applying the universal to particular instances. Concomitantly, a profession must engage in the related task of formulating new principles and concepts, or revising old ones, from a consideration of the particular instances met with in clinical practice.

This is the heart of professional competence, just as competence in a craft is marked by facility in doing a particular thing in face of a particular situation. Crafts do not involve essentially intellectual activity, although most professions began as crafts, since it is only

out of observance and familiarity with the concrete that the material from which to abstract general principles is obtained. A profession emerges as and when a system of related generic principles has been established and synthesized, and skill in the application of these principles can be imparted to the neophyte. It is a knowing-how which emanates from a knowing-what and a knowing-why.³ It is doing based on thinking, for unless its doing follows thought, its acts are not merely useless—they are also highly dangerous.

Development of General Principles

The knowledge garnered by the early social workers resembled much more the know-how of a craft. By trial and error they learned that by doing certain specific things in certain specific situations beneficial results could sometimes be obtained. Early social work training consisted mainly in conveying to the newcomer the know-how thus accumulated. Since the concrete things to be done differed in different types of agencies, instead of social work education there was training for family welfare, for child welfare, for hospital work, for school work, and so on.

Over the years more general principles have been identified—principles about working with persons with needs and in need. Pertinent knowledge about human relations gleaned from other fields was added to the wisdom and experience which were social work's own patrimony. More recently, much thought has gone into an attempt at precise formulation of generic principles, into the amplification of these through an inductive analysis of practice, and their enrichment by the measured integration, instead of the mere addition, of appropriate knowledge from other sources. At the present time there is a fairly widespread effort toward teaching generic casework. A

few pioneering efforts are being made to teach generic social work. If this milestone can be reached, one aspect of social work's claim to be a profession will no longer be suspect.

Marked as the progress has been toward establishing a generic base for social casework education, general acceptance of the principle has lagged. The task of social work educators has been complicated by the pressure from some agencies for specific job training,⁴ and from certain practitioner groups to retain the so-called specialization sequences—medical social work, psychiatric social work, school social work. Recently, there has been strong pressure for sequences in “rehabilitation” and “corrections,” with monetary subsidization of them an added inducement.

If social work is genuinely and fully a professional activity, if it involves essentially intellectual activity, principles that deal with man in his relationship and social dependencies, it and they do not change their nature when removed from the family or child welfare agency into the psychiatric clinic or the medical hospital or the school system. I would go further and say that they remain the same whether applied to the individual, to the group, or to the community.

An example might be taken from medical social work. Medical social workers have said that there is something different in their competence because for them social work practice involves working with a physician, so that preparation for medical social work should include training in working with the doctor. The principles which govern collaborative effort are the same whether the one with whom we work is the doctor in the hospital, the psychiatrist in the clinic, the judge in the court, or the minister concerned about his parishioner-client of the family agency. The principles of interprofessional col-

aboration are generic to social work; if the social worker has mastery of them they can be applied in any interdisciplinary effort.

It is said that in the hospital one must have knowledge of a broad variety of diseases, and this knowledge should be imparted in a specialized educational sequence. A smattering of information on a few disease entities could hardly fulfill this requirement, even if it were granted as genuine and desirable. What is needed is generic knowledge around the social and emotional components of illness and physical handicap, and this should be required knowledge for all social workers regardless of the setting in which they work. The sick and the handicapped are not found solely in the hospital.

The formation of the National Association of Social Workers has been a major step forward. It is now to be hoped that the schools of social work will carry forward their generic claims into abolition of the specialization sequences. The recent announcement by the Commission on Accreditation of the Council on Social Work Education that specializations will no longer be accredited should be welcomed by all.

"Bigger" or "Better" Education?

A further obstacle to full development of the intellectual activity that is characteristic of a profession comes from the pervasive idea that better education is synonymous with bigger education. Schools of social work are under constant pressure to introduce more courses. "Taking" courses is a fetish feverishly pursued on this continent. Any problem areas are to be answered by yet another course. The idea of a university was of an unhurried meeting place for the wisdom and experience of age with the venturesome inquiry of youth, in which each would stimulate the other. We pro-

pose to deal in the coin of intellectual activity, but we leave scant time to students or faculty for the reflection which is its fountainhead. To some it would seem that we have sought to put on the gown of the university in order that we might wear the brightly colored hood.

Social workers have expressed concern that professional education does not seem to be producing enough leaders. For some the answer to this has been the introduction of courses designed to foster and impart leadership qualities. Through a long experience law schools have not found it necessary to include special courses for future judges, or seminaries for bishops, nor has West Point officially offered a special sequence for would-be generals. If we adequately impart to our neophytes sound and basic principles, if we constantly challenge and stimulate them to reflection upon those principles (instead of trying to cram into them a mass of undigested and unintegrated material from prestige-carrying disciplines), leaders will emerge as they always have emerged in the flow of human affairs.

Mark of a Profession

Dedication to human service is a distinguishing mark of a profession, and out of this comes the sense of true brotherhood. Social work was born in a spirit of dedication. Its infancy was set around with the tradition of a cause, a selfless devotion to those who had been marred and misshapen by the miseries of the ages. The spirit of service has certainly not departed from our midst, but our concern with function may have dulled somewhat the luster it once cast around our calling. One example might be taken from the high mobility of social workers. Many factors undoubtedly enter into this, and yet, with social workers sometimes leaving an agency after one year in search of "professional development," one cannot entirely escape

the conclusion that this is partly related to some lessening, some weakening, of our spirit of service. We should not seek refuge in comparisons with other professions which are also bound to man's service; our responsibility is to keep our own house in order. It might not be without profit if social work had, upon

entrance into the profession, its own solemn and formal dedication to human service. The taking of an oath does not guarantee a life devoted to human welfare, but it might serve to keep fresh within us the memory of the tradition handed down by our forebears, and of that imperial palace whence we came.

NOTES

1. *Has the Church or State Power to Educate the Nation?* London: Seeley, 1839. p. 186.
2. Abraham Flexner, "Is Social Work a Profession?" *Proceedings of the National Conference of Charities and Corrections*, Chicago, 1915. pp. 576-590.
3. "Knowing-what" and "knowing-why" are terms here used to try and distinguish the two meanings of "why" in English: (1) How come? to which the answer is "Because"; (2) What for? to which the answer is "In order to."
4. In Canada where almost all social agencies in the country are united in membership in the Canadian Welfare Council, very strong pressure is being exerted for job training, including schemes for the technical training of "welfare workers" after completion of high school education.

THIS HOAX Must Be Routed

GREGOR ZIEMER, Ph.D.

FOR MORE THAN TWO decades well-meaning American citizens have unwittingly joined in repetitions of a cruel hoax which has brought heartache and disappointment to many blind people from coast to coast.

In a middle western state a dear old lady collected more than 45,000 little red strips from cigarette packages in the mistaken belief that she could send them to some tobacco company or some foun-

dation that trains guide dogs for blind people, and redeem them for a dog. In Florida an elderly couple collected literally pounds of worthless cigar bands and then wrote to a tobacco company asking for a guide dog for a blind friend. In California a retired businessman collected empty match books certain that with them he could get a guide dog for his niece who is blind. Instances like these are legion.

So many blind people have had vain hopes dashed, and authorities in the field of blindness have been so bedeviled

Gregor Ziemer is director of public education at the American Foundation for the Blind

by this repeatedly revived rumor that cellophane strips, match books, soap wrappers or box tops of various sorts can be redeemed for gifts to the blind that they are now making what they hope will be the last effort to kill it.

For years they have tried to track down the origin of this deception. National tobacco concerns have denied emphatically that they ever started the rumor. Six guide dog training schools that have been queried all declare that they too have fought the rumor with every means at their disposal.

And still the hoax goes persistently on.

The effort to put it down for good will bring results only if the general public helps.

United Effort Urged

The American Foundation for the Blind, together with the leading guide dog agencies, and tobacco journals, assisted by other agencies and organizations interested in establishing the truth about blindness, not only as it pertains to this pernicious rumor about guide dogs but about all misconceptions, is going all out to safeguard America's blind people from this disappointing endeavor on the part of well-meaning but misinformed friends. All readers of this magazine should lend a hand in this work and enlist the public in their communities.

As long as seven years ago M. Robert Barnett, executive director of the Foundation, sent the following telegram to Arthur Godfrey, then a radio personality: "Understand from today's broadcast you have listeners interested in guide dogs for blind persons. Urgently call your attention to the fact that the saving of bands from cigarette packages is a worthless and cruel hoax which unfounded rumor plays on well-meaning people. No guide dog institution in America will recognize such collections, and also know of no manufacturer who

encourages the idea by exchanging cash or gift dogs for cigarette packages. Happy to furnish additional information in this or any other phase of the problem of blindness."

Rumors Revive

For a while thereafter it seemed that the efforts of workers for the blind to kill the rumor of cigarette strips for guide dogs was bearing fruit. But now the Foundation is again receiving letters on the subject from various parts of the country.

From an executive director of an industry:

"I have in the past few weeks received innumerable inquiries in regards to the cellophane strips which seal cigarette packages. These inquiries are usually accompanied by a story that for a certain number of these strips a blind person can receive almost anything—from a guide dog to groceries. Please advise."

Or this from a housewife:

"We understand that blind folks make use of the red cellophane strips from cigarette packages. We have saved a great amount of these but have no address to which to mail them. Where can we send them?"

Or this: "Recently we were gathering information on various employee hobbies for use in our house organ when we found out about an employee who saves red cellophane bands from cigarette packages. A certain amount of these bands will help to procure a Seeing Eye dog for some blind person. If this is true we would like to publicize and perhaps help an employee in his efforts." The latter came from the house organ of one of America's biggest corporations.

To all these letters and scores more the Foundation answers that there is absolutely no truth to the rumor.

Saddest are the letters, like this one, from hospitals or centers for old people:

"Many patients and members hospitalized and domiciled at this center have been led to believe that the saving of the red cellophane band around the average cigarette package will provide a guide-dog for a blind person. What do we tell them?"

And again the Foundation answers—"There is no truth to the rumor."

"It's not true that you can buy a guide dog with those red cellophane tapes from cigarette bands," says a release from Guide Dogs for the Blind, Inc., San Rafael, California. "Leader Dogs for the Blind will not honor any collection of cigarette bands, cigar bands, box tops or can labels," states an official of Leader Dogs for the Blind, Rochester, Michigan. "Seeing Eye Dogs cannot be obtained through the saving of cellophane strips from cigarette packages, or through collected items of any nature whatsoever," according to The Seeing Eye, Inc., Morristown, New Jersey.

"We know of no tobacco manufacturer, no maker of cigarettes or cigars who has ever thought of exchanging guide dogs for the blind for cigar bands or cigarette strips," said an executive of the Tobacco Merchants Association recently. *Tobacco Journal* and *Tobacco Leaf*, leading publications of the tobacco industry, have on various occasions brought out stories denying the rumor.

Public Duped into Useless Efforts

Why does it persist? Probably because people want to help. People want to do something for the blind.

Nobody is more grateful for this than America's estimated 320,000 blind people. Not all blind people know how few hurdles there really are to getting a guide dog, and many are cruelly misled into believing that cellophane tapes and such worthless items provide the means. Any blind person otherwise qual-

ified can obtain a guide dog—even without investing one cent if he does not have money to make a token payment—and some dog institutions don't require even a token payment.

Campaign to Combat False Rumor with Truth

Experts in the field are convinced that if an evil rumor that rouses false hopes in the minds of blind people, a thoughtless rumor that has grown into the proportions of a cruel hoax, can spread and spread until it causes unhappiness to many, why can't a good rumor—the truth—be spread just as effectively?

They feel it can be done. While the thousands who are working with and for the blind are doing all they can to disseminate the true facts and spread the information that blind people who need and can use a guide dog can get all the information they want from their nearest local agency, and while blind people themselves are pledging themselves to help by letting others know the true facts, the general public could really help blind people if they would join in the crusade.

America's workers for the blind make this appeal: Help us kill the hoax about guide dogs and red strips; help us spread the word that there is no red tape connected with getting a guide dog, either legal or commercial, certainly not *cellophane* red tape.

Meanwhile if you have pounds and pounds of red cigarette strips saved up, burn them and spend your time acquiring the true information about these wonderful animals—guide dogs. Addresses and names of organizations training them are available from the American Foundation for the Blind.

The public-spirited people whose business it is to create a more realistic attitude toward blindness feel they will soon have this aged, vile hoax on the run—if you will help.

Editorially Speaking

ALIVE AND KICKING — A FEDERAL STUDY

THANKS TO CONGRESSMAN D. R. (Billy) Matthews of Florida the idea for a Presidential Commission to study and recommend regarding services for the blind in the United States is still alive. As a matter of fact, it is not only alive but it is actually doing a bit of kicking thanks to the added support which representatives of the present administration have turned its way.

It is now six years since Congressman James Caleb Boggs (now Governor Boggs) of Delaware first asked some of us to look over a draft of a bill which he proposed to introduce. It is of some consequence to note that the reason Congressman Boggs, later joined by a number of other congressmen, wanted to have a congressional study of services to the blind was because he and his colleagues became thoroughly confused every time some special interest group brought up a new or revised bit of legislation on behalf of the blind. Not only have our nation's lawmakers been bewildered by conflicting philosophies and opinions among us, but also it was becoming apparent that Congress believed that benefits or services for blind persons can be considered on a basis of professional study rather than simply emotional appeal.

Until now, no version of the original Boggs Bill, later the Priest Bill, now the Matthews Bill, has ever come up for hearing. Nothing daunted, Congressman Matthews, a number of his associates, and a lot of us in the field have not become discouraged. We almost were for a short time last year. That was the time when it appeared that the

United States Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, had tossed a monkey wrench into the machinery by returning a rather lukewarm comment at the request of the Bureau of the Budget and the Committee on Education and Labor. If any of us believed that the OVR group were deliberately trying to scuttle the idea of a commission to study federal and other programs for the blind, we have now cause to believe that OVR really did have some good ideas and that those ideas essentially are in tune with our own.

Specifically, by the time this issue of the *New Outlook* is off the press, we may expect that there will be two bills before Congress which reflect the general desire for a fair appraisal of the needs of blind persons and the problems facing the nation in the extension of educational, rehabilitation, and social services, as well as prevention of blindness. This second bill probably will be introduced at the request of the administration—prepared after very careful study and much consultation by HEW. It is no secret that Miss Mary Switzer, Director of the OVR, and several of the HEW staff have given this matter intensive personal attention. We have seen the proposed draft of the administration bill, which would call for a "Temporary Presidential Commission to Study and Report on the Problems Relating to Blindness and the Needs of Blind Persons, and for Other Purposes." While it differs in some details from the version of the idea which is embodied in Congressman Matthews' Bill (H. R.

1955), in essence the two bills are seeking the same objective.

The American Foundation for the Blind has not changed its mind about the need for a study of this kind. In fact, we are even more convinced that developments all over the country are such that a study with the prestige of Congress and the President behind it is essential, and if carried out well, can be an historical landmark in this nation's continued growth of aid to its blind citizens.

Thanks to all concerned, therefore,

the idea is still alive and kicking. We hope that a lot of those who believe in this idea will also be found to be alive and kicking. It may sound trite, but how about a letter to your congressman? Ask Congressman Graham A. Barden, Chairman, Committee on Education and Labor, and Congressman Carl Elliott, Chairman of the Subcommittee, House of Representatives, Washington, D. C., to call a hearing soon. While you are about it, let Congressman Matthews and even HEW know your sentiments. — M. R. B.

Hindsight

By M. Robert Barnett

SEE NO EVIL

I hope they catch and prosecute that character who stole an eighty-three-year-old woman's life savings out in Los Angeles. If you haven't heard about it, it is reported that a man posing as a representative of "the blind society" gained admission to her home on the pretext of helping to study her financial assets. She, of course, is blind. She apparently displayed to him a pocketbook containing \$500, and when he departed, the money departed with him.

Stealing from anyone is bad. Stealing from an eighty-three-year-old woman is worse. Stealing from a blind person is just about as bad as one can get, or so it is generally considered. All of which reminds me of the occasional, and certainly not unusual, problem of blind vending stand operators who lose mer-

chandise or cash to the sticky-fingered set.

One day several years ago a woman customer stood in front of the counter of the Florida Council for the Blind's concession in the lobby of the Tallahassee post office. The operator was a partially-sighted girl. Correctly enough, the customer helped herself from the candy bin, moved down to the operator's position and handed the latter a nickel.

"Just a moment, madam," said the operator politely as the customer turned to walk away. "You have two candy bars and you owe me another five cents."

"Well—if that doesn't beat all," the shopper spat as she tossed one candy bar back on the counter. "I thought you were blind."

P.S. for those who are pondering the question of definitions of blindness—

would you say that the relative ease with which a thief could relieve the individual of cash or property without discovery might be a criterion?

WE MADE OUR BED

DURING A PUBLIC relations workshop at the Foundation some weeks ago, a friendly dispute arose between some of us and the members of a panel of magazine editors over the age-old question of sentimental presentation of blindness. Mr. William J. Stevens, Jr., the representative of the *Saturday Evening Post*, apparently enjoyed the ruckus thoroughly. At any rate, he took the time to write some of his after-thoughts, and we think you will enjoy them. If we have set ourselves up for the kind of conclusion he draws, I guess we'll just have to keep on sleeping in the bed we are making. Mr. Stevens writes:

Dear Folks:

It really was a pleasure for me to visit the American Foundation for the Blind and have a chance to exchange views with your group. I especially enjoyed sparring with Bob Barnett. Several of us have read your list of "taboos, clichés and misconceptions." It is a help to know the attitudes of the blind and those who work with the blind on these subjects. However, as I go down the list, it seems to me that if we followed its implied injunctions carefully, we would never publish anything about the blind. The emphasis of your taboos is that blind people are no different from anyone else, and they do not want to be treated as special cases. Carried to its logical conclusions, this theme implies that there is not even any necessity for an organization to deal with the problems of the blind.

I don't mean to be facetious about a serious subject, but I am trying to illustrate the dilemma that confronts us. For example, it is hard for a sighted person to get any real feeling of what it is like to be blind. Hence, since time immemorial, writers have resorted to the use of colorful imagery, "darkness, night," etc. Some images do get to be clichés, but this is no reason to abandon the use of imagery altogether. I don't think that you could ever convince the

public at large that blindness is no more than an "inconvenience."

Well, I am not trying to conduct a debate at this time, although I would enjoy arguing this matter in conversation with you.

If you find any transgressions against your rules in future pages of the *Post*, I hope you will be tolerant. We are trying to do the best we can within our physical limitations.

Sincerely,

William J. Stevens, Jr.
Asst. Managing Editor

We sent copies of the letter to members of the workshop. Some responded. We chose as one of the excellent replies the one by Father Tom Carroll. It bears study too:

Dear Mr. Stevens:

Dr. Ziemer at the American Foundation for the Blind sent through a copy of your letter of February 4, about attitudes toward blindness.

I don't suppose you wanted that letter to invite correspondence on the subject—but. I have held the copy on my desk for a month now, hoping that I would have better sense than to get involved, but here I am.

You say that if blindness is just an "inconvenience" and if "blind people are no different from anyone else," and if they require no special treatment, then there would be no necessity for an organization to deal with their problems. I agree (with a single reservation which I will note below).

Blindness is *not* just an inconvenience; it is a major handicap—but it can be overcome. It is a poor statement that blind people are "no different"; without sight "they are normal people living under abnormal circumstances." Blind people *do* require "special treatment" — rehabilitation, assistance in the reorganization process, the "tools to do the job," so that they can meet the abnormal circumstances.

As for the reservation I noted above, even if blindness were only an inconvenience, if blind people were no different, and if no special treatment were needed—there would still be need of an "NAACP." This is how I describe the Agency's prime function. It is an AAABP—an American Association for the Advancement of Blind Persons. One of the biggest jobs that remains to be done for blind persons in this country is to remove an attitude which sees blindness as

insuperable (except by the occasional magic figures) which sees blind people as abnormal people (whether sub- or super-) and which sees agencies for the blind as foster parents for this handicapped group.

As for the darkness, night concept, it is this very colorful imagery, or rather it is the very fact that this imagery is so colorful that does harm. It is the emotional color that is to blame. The truth of the matter is that blind persons do not live in darkness. Any person who once had sight and lost it can tell you that his sense is not one of night or dark. The person who never had sight has been made by the public to believe that he lives in darkness, and he must accept it since he has no darkness to compare it with.

It was a pleasure for me to see how the American Foundation's Conference had stimulated you to thinking about the subject of blindness. I hope this letter gives a little more stimulation—and lets you see that the subject is still a great one for writers who have the capacity to handle a story with the balance and the delicacy that is required. Wish us well; we have a difficult struggle against a major sociological problem.

God be with you.

Sincerely yours,

Rev. Thomas J. Carroll
Director

The Catholic Guild for the Blind (Boston)

WHERE'S THAT MAILBOX?

"Hindsight's" various challenges have stimulated so much controversy that our mail has increased 300 per cent. We have received our third letter. Since it touches on subjects close to our heart, we feel that any editing or comment would only detract. Here it is, and as usual the *Outlook* positively refuses to take any responsibility. It is really a coincidence, however, that we like Mr. Holben's ideas.

Dear Editor:

I have been reading "Hindsight" and after some deep thinking, I decided to write you a few lines.

In regard to holding a cane above the head and charging through traffic, I think it is very foolhardy. Now, here's a bright

solution: have two canes on one handle. The one jumps up when you pull a lever while the other still acts as an open man-hole finder. Now if this one that goes up may happen to catch on a woman's dress on the way up, don't blame me because I won't be responsible. I was carrying one of the golf shank canes which is very much tapered and has a ball bearing brazed on the tip. A girl came to her mother and was all excited about seeing a blind man on Harrisburg Road carrying a radar cane. Now with a double cane, they would probably argue with the cane bearer that he was carrying a radar cane because of the "aerial."

One day I went out to mail some letters and, lo and behold, the mailbox had been moved. I decided since I was going to be passing a second one that I would mail the letters there. When I got to the site, no mailbox. I asked the clerk in a supermarket what became of the mailbox and was told that it had been moved "way over on the other side of the street." Now since the box was located on a crooked joggy crossing, the "way over" could have been across to the south, east, or southeast. I asked another person and was told it was on the southeast corner but not on the corner but a little further east. Well, I didn't find it there. We were riding with some friends in a car last Sunday and I repeated the question the third time and learned that the box was on the southeast corner but not between the walk and the curb where most all boxes are but on the corner of the parking lot where the sidewalks of the two streets come together. I have not been there yet but I intend to look for it again one of these days.

Now about making jokes about blindness, I can't see any room for it. I do not approve of making light of any handicap. When a person is not hired and must live from money from the government or from relatives, how can he make light of the barrier which denies him a normal life? I have heard people say that being blind, you didn't have to look at unbeautiful things. If it is so terrible for people to look at unpleasant things, why don't they take an ice pick or a hot poker and change the situation. If you couldn't hear, you wouldn't have to listen to Rock 'n Roll but you would also do without Beethoven, bird songs and the sound of the frogs in spring.

Now about loving and hating with the eyes, more emotions are shown by the mouth and the area round it than from the eyes.

Of course, we can't use a rear-view mirror

to get something out of our hip pocket or to find the back of our head to scratch it, but what's the difference so long as we're healthy.

Now if there is anything worth while using in "Hindsight" you are welcome to use it, but if not, it is all right with me.

Seriously I wonder how sighted people can drive cars when they can't tell a guy where a mailbox is. Of course, blind people are better drivers than sighted ones because

statistics prove it. Who has all the wrecks? The same goes for carrots: Carrots are good for the eyes. You never see rabbits wearing glasses.

Having a guide dog doesn't mean that you will not get hit by a car. A blind friend of mine who has one was hit by a car making a turn.

Wishing you lots of success,

*George A. Holben,
Stand operator in the Stark County (Pa.) Jail*

THIRD COURSE FOR TUNING INSTRUCTORS

ROOSEVELT UNIVERSITY, Chicago, Illinois, will conduct a third piano tuning training course for instructors of blind students July 8 through August 16, 1957.

The objectives of the course are to: (1) increase the number of qualified instructors by presenting to experienced tuners, not familiar with teaching practices, effective methods and techniques of instructing blind students; (2) provide advanced training on the care and maintenance of all types of piano actions; (3) serve as a refresher course for instructors trained in the theory and practice of piano tuning and general service work; (4) improve the quality of instruction and expand the scope of training given blind students in schools teaching piano tuning; (5) increase the proficiency of blind piano tuner technicians having been graduated from schools teaching

piano tuning; and (6) raise the standards of piano tuning as a profession for qualified blind persons.

Twelve traineeships in the amount of \$300 each will be made available through the Office of Vocational Rehabilitation to approved applicants for the six-week period to cover the registration fee (\$15) and a part of the cost of travel and maintenance.

Persons interested in attending the training course should immediately make application to Mr. Joseph Creanza, Director of Music School, Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois.

Mr. Emil B. Fries of the Piano Hospital and Training Center for the Blind, Vancouver, Washington, and Mr. Everett Oddie, piano tuner of Roosevelt University, have again been engaged by Roosevelt University as instructors of the training course.

Post Office Charges Fraud In Mailing of Unordered Merchandise

NATIONAL FEDERATION REPLIES

FOR SEVERAL YEARS the organization known as the National Federation of the Blind has been known to employ in its fund-raising program the use of merchandise — specifically a box of assorted greeting cards—sent to addressees through the United States mails. For a number of months reports have been circulated throughout the nation to the effect that the United States Post Office Department had decided to take action against the Federation or its agents with the intention of requiring the organization to desist from the practice.

Earlier inquiries by the *New Outlook* have revealed that the reports were correct—that is, correct in the fact that some type of complaint had been issued by the Post Office Department and that formal hearings were scheduled. The publishers of the *New Outlook* felt that no publication of the charge should be attempted until and unless the question were to be finally brought to hearing and decision, since premature publishing might have been one-sided at best.

Within the past few weeks, however, incidents have occurred which led to the belief that the entire subject should now be published for the benefit of

everyone concerned directly or indirectly with its implications, and also in the interests of full reporting of the respective positions as stated or published rather than from rumor or paraphrase. The officers of the Federation have issued a formal mimeographed bulletin in which the narrative story of the charge and plan for hearing is related according to their own view, and in which the Federation's position regarding the reported allegations is explained. Subsequently, the *New Outlook* secured from the Post Office Department a copy of the original complaint, which it is to be noted, was made against Federated Industries of St. Louis, with whom the National Federation has contracted for the merchandise in question.

REPORTS HAVE BEEN published in newspapers and elsewhere reflecting public concern about the practice, as for example in the *Rocky Mountain News*, published November 23, 1956, in Denver, Colorado, which quoted Dan Bell, manager of the Denver area Better Business Bureau, as saying that well-intentioned Denverites were being bilked "by promotion racketeers oper-

ating under the guise of charity." Mr. Bell and R. B. Dunbar, chief Post Office inspector for the Rocky Mountain region, said that unsolicited merchandise comes to householders through the mails.

The newspaper account continues:

"An accompanying — or follow-up — letter asks for cash contributions for the alleged benefit of the blind, disabled, veterans, indigent-ill and similar worthy causes.

"But little, if any, of the contribution actually gets to anyone but the promoter or promoting organization.

"Bell cited the promotion of Christmas cards in the name of the National Federation of the Blind as an example. In one year, he said, the Federation's promoter collected \$1,737,613 from persons who had received unsolicited boxes of cards in the mail.

"The promoter pocketed eighty-eight per cent of the total and turned the remaining twelve per cent over to the Federation.

"The Blind Federation, headquartered in Madison, Wisconsin, has been cited by Los Angeles city officials and the Los Angeles Better Business Bureau. The Post Office Department has ordered it to show why it should not be cited for fraud and denied the use of the mails and postal orders.

"Such department action, Dunbar said, usually leads to a request to the United States Justice Department for criminal action. . . .

"Bell advised recipients of unordered merchandise they are not obliged to make any donations and can return the goods, keep them or throw them away. He said the Denver Bureau would like unwanted goods to display in 'our museum for moochers' methods.' . . .

"Bell stressed that many of the organizations used by the promoters 'are all right but the promotion schemes are nothing but rackets.'

"The same note was struck by Gov. Johnson, who commented 'it is unfortunate that any of these organizations do that sort of thing. They kill the good drives by creating suspicion in the minds of the public.' . . ."

Data, a weekly news circular published by the Better Business Bureau of Los Angeles, California, on October 24, 1956, published an item as follows:

"The BBB has been warning local inquirers for some time about an organization called the National Federation of the Blind.

"Early in 1955 Mrs. Evelyn Spaulding, general manager of the Los Angeles Social Service Department, notified the Madison, Wisconsin, organization that their practice of mailing unordered boxes of greeting cards to Los Angeles residents was in violation of the city's solicitation laws.

"Mrs. Spaulding said at the time that the National Federation of the Blind had not complied with a requirement that no solicitation be made in Los Angeles without the Social Service Department's information card.

"According to a Post Office Department press release a hearing has been set for the promoters of the National Federation of the Blind on charges of mail fraud based on evidence gathered by inspectors. The promoters, it is charged, mailed unordered greeting cards, soliciting donations under the guise of charity although eighty-eight per cent of the proceeds reverted to them. According to the Post Office Department, the operation so far had grossed \$1,737,613.

"Because of the number of local inquiries received, the BBB in the past attempted to obtain information on the National Federation of the Blind. However, its officials refused to give any information as to receipts and disbursements."

"This controversy," says M. R. Bar-

nett, executive director of the American Foundation for the Blind, "between one organization and the government is decidedly of much more significance to us all than even its very great importance to the National Federation of the Blind. In the first place, any exposure to the public of reputed irregularities by one organization identified with service to the blind has a tendency to reflect upon all others. It would have been better if the conditions which permitted this kind of thing to attract almost general public attention had been altered long ago by those responsible for them, but if it must continue to the stage of public hearing, then the facts in themselves

deserve the most thorough airing and study. The fundamental question of the use of the mails in various forms of fund-raising activity is the important one for not only those who practice the use of unordered merchandise in the field of blindness but in every other philanthropic field in this country."

The *New Outlook* presents here a copy of the Post Office Complaint. Exhibits referred to in the document are not immediately available for publication. Following the end of the statement of the charge is the text in full of the bulletin issued by the National Federation of the Blind.

POST OFFICE DEPARTMENT WASHINGTON, D. C.

In the Matter of the Complaint That

BERNARD GERCHEN and

NAT ROSENBLUM, doing business as

FEDERATED INDUSTRIES,

at

St. Louis, Missouri,

are engaged in conducting a fraudulent scheme for obtaining money through the mails in violation of 39 U. S. Code 259 and 732.

H. E. Docket No. 4/193

COMPLAINT

The undersigned, Assistant Solicitor, Fraud Division, Post Office Department, Complainant herein, has probable cause to believe and therefore alleges that Bernard Gerchen and Nat Rosenblum, doing business under the name Federated Industries, St. Louis, Missouri (hereinafter called the respondents), are conducting a fraudulent scheme through the mails and are thereby violating the provisions of Title 39 U. S. Code, Sections 259 and 732 by obtaining and attempting to obtain remittances of money through the mails at the purchase price of certain greeting

cards and as donations devoted to various projects for the welfare of the blind as hereinafter more fully set forth.

(1) That said parties operating as aforesaid are mailing or causing to be mailed numerous printed and illustrated circulars addressed to persons throughout the United States similar to those attached hereto and marked, respectively, Exhibits "A," "B" and "C";

(2) That circulars which bear the name of the National Federation of the Blind, Madison, Wisconsin, are mailed or caused to be mailed by respondents pursuant to an agreement or contract entered into between said National Federation of the Blind and Bernard Gerchen and Nat Rosenblum, doing business as Federated Industries, copy whereof is attached hereto as Exhibit "D";

(3) That by means of circular advertisements similar in character and content to Exhibits "A," "B" and "C" hereto respondents are representing to the public in substance and effect:

a. That remittances of \$1.25 for each box of greeting cards will be devoted entirely or almost entirely to welfare projects in aid of the blind and will become the property and financial endowment of "The National Federation of the Blind, Madison, Wisconsin";

b. That such remittances to said Federation of the Blind will inure to the sole benefit of a nonprofit organization;

c. That said remittances and donations will be devoted to "aid in orientation and rehabilitation" of the blind and to assist them in financing business undertakings;

d. That said remittances and donations will be devoted to "research and study cooperating with and making recommendations to federal and state-maintained rehabilitation and training services";

e. That said remittances and donations will be devoted to "obtain adequate early training for all blind persons";

f. That said remittances and donations will be used to "break down needless barriers to employment of blind workers";

g. That said remittances and donations will be used to "promote medical and social research, and desirable legislation, such as the White Cane Law."

WHEREAS, in truth and in fact all of the aforesaid pretenses, representations and promises are false and fraudulent inasmuch as respondents operating as Federated Industries, an unincorporated profit-making enterprise, is the principal beneficiary of the remittances sent through the mail for the greeting cards and by their contract, Exhibit "D" hereto (paragraph 17), are entitled to receive through the mail remittances of \$1.10 for each box of cards, the National Federation of the Blind retaining only fifteen cents (15¢) out of each \$1.25 remittance obtained through the mails pursuant to the representations contained in the circulars, Exhibits "A," "B" and "C" hereto attached.

WHEREFORE, premises considered, it is recommended that a fraud order be issued against Federated Industries at St. Louis, Missouri, pursuant to the provisions of Title 39 U. S. Code, Sections 259 and 732.

(Signed) *William C. O'Brien*
Assistant Solicitor
Fraud Division
Complainant

To the Chief Hearing Examiner
Of the Post Office Department

Report on Post Office Complaint

Against the National Federation's Greeting Card Mail

(As Issued from the Office of the President, NFB, March 15, 1957)

The Post Office has made Complaint that the National Federation's greeting card mail violates Postal Fraud laws. If the Post Office is able to sustain its complaint, the National Federation's greeting card mail will be stopped. This report tells the steps that have been taken to date and the steps which are expected to be taken in the future.

The Complaint was issued on July 12, 1956. It was issued against Bernard Gerchen and Nat Rosenblum, doing business as Federated Industries at St. Louis, Missouri. The Complaint was not filed against the National Federation nor against any officer of the National Federation. Accordingly, the only party respondent to the Complaint is Federated Industries. As you know, Federated Industries is the concern with which the National Federation has contracted for the greeting card mail.

The filing of this Complaint against Federated Industries alone implies that the National Federation's greeting card mail is in reality the mail of Federated Industries. It implies that Federated Industries has initiated and does control and direct this mail. It implies that the National Federation is being used by Federated Industries as its tool by the use of which Federated Industries sells its greeting cards for its own private profit. The Complaint nowhere ex-

pressly makes any such charge. Nevertheless, the fact that the Complaint has been filed in this manner has raised this issue. Nothing of course could be further from the truth.

Conferences. The Complaint was filed on July 12, 1956. At that time a hearing was expected sometime late in August. However, the Post Office procedures allow for conferences before hearing. The purpose of these conferences is to arrive at some sort of settlement of the Complaint, if settlement is possible. The National Federation has taken every possible advantage it could of this conference procedure. In October it submitted to the Post Office an extensive report setting forth the entire story of its greeting card contract and mail and included with that report many documents substantiating what was stated in the report.

Nothing helpful has resulted from these conferences. Throughout this period of conference, the Post Office has continuously refused to acknowledge that the National Federation is a proper party to these proceedings. This attitude, of course, limited the value of conferences. At the present time, although the National Federation is still ready and willing to consider settlement of this matter by conference, it

appears that this conference procedure has been thoroughly exhausted without any advance being made.

The Federated Industries has now filed an answer to the Complaint. Its answer denies the allegations made in the Complaint and sets forth certain affirmative matter in response. The hearing on the Complaint and this answer was scheduled for March 21, at 10 A.M., in the Post Office Department in Washington, D. C.

Motion to Intervene. On February 13, 1957, Mr. David Cobb, the Washington attorney who has been authorized to represent the National Federation in this matter, conferred with the Hearing Examiner and the attorneys in the Post Office Department handling this case. The conference was held to consider the matter of the National Federation making a Motion to Intervene and thereby becoming a party with the rights and privileges of a party for the purpose of handling its defense in the coming hearing. At this conference the Post Office Department attorneys stated that they would have no objection to such an intervention. Thereafter, on February 14, Mr. Cobb filed a Motion to Intervene. The Post Office Department was given until February 21 to reply to this Motion to Intervene. On February 21, the Post Office Department requested an extension of the time for filing its reply and was given to February 28. On February 28, the Post Office filed an objection to the Motion to Intervene, stating that granting of the Motion "will only confuse the issues in this case and could unwarrantedly result in the prolonging of the proceedings." In the same objection, the Post Office referred to the lack of any rules in its departmental procedures allowing for the intervention. Following this objection, Mr. Cobb was granted time to reply to the objection by argument in writing. This

argument in support of the National Federation's Motion to Intervene was filed on March 4. The hearing officer on March 14 gave notice that he has granted the motion of the National Federation of the Blind to be made a party respondent and that the March 21 hearing is accordingly temporarily postponed so that all parties will have a chance to answer.

The National Federation's Affirmative Case. When this case does go to Hearing, the following in brief are certain basic facts that the National Federation will establish beyond any possible shadow of doubt as part of its *affirmative* case no matter how the Post Office states the charges in its Complaint.

1. The National Federation is a genuine organization of blind people devoting its funds to helping the blind help themselves.

2. No interlocking of persons or funds has ever existed between the National Federation and Federated Industries.

3. The National Federation in its contractual arrangements with Federated Industries has at all times and in every significant detail of this mail secured to itself the full control and direction of the mail—both in its issuance and in its return, and also, in the operation of this contract, has at all times controlled, directed, authorized and approved all mail issued under the contract.

4. The National Federation alone is the person or concern that has made representations to recipients of the greeting card mail. The mail was written by officers of the National Federation; it carried only the National Federation's name; and the National Federation has at all times assumed full responsibility for the correctness of the representations made in the mail.

5. The greeting cards offered in the

mail have always had a retail value in excess of the \$1.25 purchase price asked; and this retail value of the cards has always been a matter of common knowledge patent to any recipient of the mail.

6. The National Federation has never, with intent to deceive, concealed from the recipients of this mail the amount of its profit from the sale of the cards. Instead, in originally not disclosing its profit margin, the National Federation followed the practice almost universally followed in sales of this sort conducted by fund-raising organizations. By departing from the customary practice and stating its profit, the National Federation has taken an almost unprecedented step and one that has in fact improved the response to its mail.

7. The National Federation has at all times exercised reasonable precautions to protect itself and to protect the public against any over-reaching or unfair practice by Federated Industries.

8. Federated Industries has at all times dealt with the National Federation fairly and with due regard for the public interest involved in the offering of these cards.

Details about the Complaint. The Complaint expresses only one clear charge against the greeting card mail. It asserts that the greeting card mail represents to the public as follows:

1. That the \$1.25 remitted for each box of greeting cards "will be devoted entirely or almost entirely to welfare projects in aid of the blind and will become the property and financial endowment of the National Federation."

2. That such remittances to the National Federation "will inure to the sole benefit of a non-profit organization."

The Complaint charges that these representations which our mail is said to make to the public are false and fraudulent because "in truth and in

fact . . . Federated Industries, an unincorporated profit-making enterprise, is the principal beneficiary of the remittances sent through the mail for the greeting cards" and by its contract with the National Federation is "entitled to receive through the mail remittances of \$1.10 for each box of cards," whereas the National Federation retains "only fifteen cents (15¢) out of each \$1.25 remittance obtained through the mails . . ."

THIS ONE CLEAR charge made in the Complaint is grossly erroneous, both erroneous in stating what the National Federation's mail says and does and also erroneous in stating the nature of Federated Industries' participation in any profits it may secure from remittances received from the greeting card mail.

The National Federation's mail has never represented that the \$1.25 purchase price for a box of greeting cards "will be devoted entirely or almost entirely" to its work. The National Federation's mail has always stated that the purchase of the greeting cards will help the National Federation and also will provide the purchaser cards of value. The package that has always accompanied the National Federation's mail has contained fourteen cards, each clearly a ten-cent or fifteen-cent card, or better, at any retail store. The beauty and value of the cards offered with the National Federation's mail has always been emphasized in George Card's letter. No one in his right mind could read George Card's letter and examine the greeting cards that accompany the letter and believe that the \$1.25 asked as the price of the cards would be devoted entirely or almost entirely to the National Federation's work. Our mail makes it obvious to any person of any intelligence that a substantial part of the \$1.25 must go toward the cost of the cards.

From what has been said, it is apparent the National Federation's greeting card mail has always made it perfectly clear that the \$1.25 remittance to the National Federation for purchase of the cards will not "become the property and financial endowment of the National Federation" and will not "inure to the sole benefit" of the National Federation of the Blind, a non-profit organization. The essence of this part of the Post Office Department's Complaint seems to be that the Post Office is alleging that the public receiving our mail is led to believe that the mail is simply asking for a straight contribution, nothing else. Since the mail in fact says that it is offering greeting cards for sale and in fact does present the cards to the recipient of the mail, we confidently state that the Post Office Department cannot possibly establish this part of its Complaint.

The Post Office charges that the representations contained in our greeting card mail are false because Federated Industries is "the principal beneficiary" of the \$1.25 remittance. In legal parlance, a beneficiary is a person who receives some sort of trust fund. The only portion of the \$1.25 remitted through the mail for purchase of the greeting cards that can possibly be shown to be charged with any kind of public trust, is that portion which exceeds the cost of the card. The National Federation's contract with Federated Industries establishes this cost originally at \$1.10. Under the present contract, this cost is \$1.07. Accordingly, the only fund remitted in the mail that is charged with any kind of public trust is the fifteen cents, now eighteen cents, which lies outside the cost of the greeting cards purchased. This fifteen cents, now eighteen cents, has always been taken out of the mail by the National Federation and used entirely for its own and its affiliates' work. Federated Industries has never had any share or any interest in any

part of this fifteen cents, now eighteen cents; nor has any person connected with Federated Industries ever had any part of this fifteen cents, now eighteen cents. If, therefore, the term "beneficiary" is to be read in its usual legal sense, the National Federation is the only beneficiary of the \$1.25 remittance.

In common parlance, the National Federation is also the only beneficiary of the remittances sent to it in the greeting card mail. Under the National Federation's contract with Federated Industries, the National Federation does not obligate itself to pay one red cent of cost to Federated Industries. The National Federation undertakes no financial risk whatsoever. Accordingly, each remittance of \$1.25 to the National Federation for purchase of the greeting cards results in an assured benefit to the National Federation. This fifteen cents, now eighteen cents, received by the National Federation is its money to be used in its work to help the blind.

FEDERATED INDUSTRIES on the other hand, is never, in common parlance, a beneficiary of the \$1.25 remittance. The \$1.10, now \$1.07, which Federated Industries receives out of this remittance is money which it receives to reimburse it for the cost it has expended in the production and mailing of the greeting cards. Federated Industries is no more a beneficiary of this remittance than is any store a beneficiary of any customer's purchase. Federated Industries, like any other merchandiser, is planning and expecting to make a profit. Federated Industries must make a profit if it is to continue in business. Whether Federated Industries' profit is greater or less than the profit of the manufacturer of the paper that went into the greeting cards, or the profit of the artist who designed the card, or the profit of the manufacturer of the box that contained the card, is, of course, a matter of con-

jecture and will always remain a matter of conjecture. In ordinary parlance, however, none of these business concerns—Federated Industries, the paper manufacturer, and artist, the box manufacturer—none is in common parlance a beneficiary of the \$1.25 remittance. In common parlance also the National Federation is the only beneficiary of the remittance.

THE NATIONAL FEDERATION, from its initiation of this greeting card mail, has at all times been concerned to see that Federated Industries' profits should not be unreasonably high and to guard against any over-reaching by Federated Industries. This has been accomplished by requiring that, at the close of each fiscal period, Federated Industries show to the officers of the National Federation its audited financial report. The National Federation has received regularly these financial reports from Federated Industries. In the early stages of the greeting card mail, the profits to Federated Industries were negligible. In some of the early mailings, Federated Industries suffered losses. For some time, therefore, the National Federation was fearful that Federated Industries would not continue its contract with the National Federation by reason of the negligible nature of its profit and the risk of loss.

In 1954 Federated Industries for the first time received a reasonable but not excessive return. In the first half of 1955 the mailing was less successful from Federated Industries' point of view. The second half of 1955, however, reversed this trend sharply and the mailing became unexpectedly profitable to Federated Industries. At the year's end, December 31, 1955, Federated Industries' financial report showed that it had made a profit in that year that exceeded significantly the return of the National Federation. This profit to Federated In-

dustries appeared to the Officers of the National Federation to be excessive. This view was shared by Mr. Gerchen and his partners in Federated Industries. Accordingly, the National Federation contract with Federated Industries was revised to increase the National Federation's take from fifteen cents to eighteen cents and also to impose upon Federated Industries a profit ceiling that would in any event limit its profit to a figure no higher than approximately eleven cents to thirteen cents out of each \$1.25 remittance, the ceiling reducing with the increased volume of sales. If Federated's profit ever exceeds the ceiling, the excess must be transferred to the National Federation. This new contract became effective September 1, 1956. Under the present arrangement, therefore, Federated Industries may not again receive over any twelve-month period a profit as high as the eighteen cents assured to the National Federation.

You should know, further, that it has always been the policy of the National Federation in working out its contract arrangement with Federated Industries to retain to the National Federation all donations received in the mail over and above the \$1.25 and to remove these donations entirely from consideration in fixing the payment allowed to Federated Industries. In other words, the National Federation has taken care that Federated Industries shall have no interest whatsoever in, and no possible share in, direct contributions to the National Federation apart from purchases of cards. This is significant because, with the development of this greeting card mail, there has been a definite trend on the part of the purchasers of our cards to increase the amount of their donations. Donations have been continuously increasing and at the present time are again exceeding all earlier experience.

You can rest assured that when the Post Office Department's complaint goes to hearing, the National Federation will be able to establish with overwhelming evidence that it is the principal beneficiary of its greeting card mail and that it has taken every reasonable precaution to guard against any overreaching or excessive profits on the part of its contractor, Federated Industries.

The Complaint is also in error in asserting that Federated Industries by its contract with the National Federation is "entitled to receive through the mail remittance of \$1.10 for each box of cards." This is precisely the obligation that the National Federation has not at any time undertaken in its contract with Federated Industries. The contract entitles the National Federation to take out of each remittance all money in excess of \$1.10. The contract entitles Federated Industries only to the balance that remains. This is important because of course there is mail

received in which the entire remittance may be less than \$1.10. Under these circumstances, the National Federation's contract does not entitle Federated Industries to receive, and does not obligate the National Federation to forward, any sum greater than the sum actually returned by the purchaser. The Post Office apparently believes that it can establish that the National Federation has somehow obligated itself to reimburse losses suffered by Federated Industries in this mailing. This charge is absolutely incorrect.

Conclusion. From the start of the Post Office investigation, the National Federation has cooperated fully with every request for information. We have nothing to conceal. We are firmly convinced that full disclosure of all facts is our best response to this Complaint. Our greeting card mail has proved itself fair to the public and a tremendous help to the work we are doing.

Special To Subscribers

Miss Margaret Fay, Circulation Manager, calls attention to the importance of early notice of change of address in order to avoid missing an issue. The circulation department must have changes of address by the middle of the second month preceding an issue in order to assure mailing to the correct address.

We are in short supply of certain issues in the ink print edition, some going far back into the early days of this publication. If you have any of these and are willing to part with them, will you communicate with the managing editor? Payment will be made for them, the amount depending upon the date of issue:

1908, Vol. II, No. 2
1911, Vol. V, No. 4
1913, Vol. VII, No. 3
1921, Vol. XV, No. 2 and No. 4
1922, Vol. XVI, No. 3
1923, Vol. XVII, No. 4

1933, Vol. XXVII, No. 2, No. 3, No. 4, No. 5
1942, Vol. XXXVI, No. 3
1946, Vol. XL, No. 9
1949, Vol. XLIII, No. 3, No. 9
1954, Vol. XLVIII, No. 8

A NEW Teacher Training Program

THE SOUTH'S FIRST year-round program in the education of teachers of blind children is to be launched in June at Peabody College in Nashville, Tennessee, in a joint effort by that college and the American Foundation for the Blind and the Southern Regional Education Board. The program is one of several recommended for the South in various phases of education for teachers of exceptional children by the Southern Regional Education Board, an agency established by the Southern governors nine years ago to pool the South's higher education facilities.

The American Foundation for the Blind will contribute a total of approximately \$50,000 over a three-year period to establish the program, after which it is to be financed by the states in the region served by it, and by Peabody College. The money will be used to support a professorship, five annual graduate training fellowships and several annual summer school scholarships.

The program, which marks a notable stride toward meeting the South's educational needs, was formally launched at a dinner on March 23 in Nashville, attended by some seventy or seventy-five persons representing the three co-operating groups. It has its beginnings in the problem of more than a million handicapped and gifted children in sixteen southern states who require the attention of special teachers. As a mat-

ter of fact, at the present time, for each exceptional child in the South who has a special teacher, six do not. Actually, a survey in 1955 disclosed that only 3,700 teachers were employed to educate the South's handicapped children, when ideally 26,000 such teachers were needed in the instruction of all types of handicapped children.

It is also revealed that less than 400 teachers for exceptional children are being graduated from southern colleges and universities each year. Reasonable progress toward supplying needed teachers requires that facilities should be expanded to produce at least 1,000 teachers per year for the next five years.

The purpose of the Southern Regional Education Board, established under interstate compact in 1949, is to help states develop higher education programs which will meet the social and economic needs of the South and to assist colleges and universities in developing high quality educational programs, avoiding unnecessary duplication where possible.

The American Foundation's interest in meeting the needs along this line has been evidenced for a period of several years, in the form of consultative services and assistance in summer courses and other short-term training courses.

Peabody College is one of the nation's leading colleges specializing in the preparation of teachers.

Catholic Workers to Convene

FOLLOWING THE AAWB Convention in Chicago this summer, the American Federation of Catholic Workers for the Blind will hold its two-day fourth annual convention at the Morrison Hotel. The meeting will open on July 12.

The national organization, founded in Pittsburgh in 1954, is aimed to unite all Catholic agencies engaged in work with the adult blind, and Catholic persons affiliated with any other agency engaged in work with the blind, so that by this union Catholic principles may be more widely diffused.

The Federation is comprised of Catholic Guilds for the Blind from the following cities: Boston, Mass., Brooklyn, N. Y., Buffalo, N. Y., Newark, N. J., New York, N. Y., Norwich, Conn., Hartford, Conn., Philadelphia, Pa.,

Pittsburgh, Pa., Chicago, Ill., and Fall River, Mass.

Guest speakers at the Federation convention will include Rev. John Klocke, S. J., national director of the Xavier Society for the Blind; Mr. Peter J. Salmon, executive director of the Industrial Home for the Blind, Brooklyn, N. Y., and Mr. William Lynch, director of the Chicago Guild.

Officers of the Federation are Very Rev. Msgr. Thomas J. Riley, Philadelphia Guild, president; Mr. Richard M. O'Hara, Pittsburgh Guild, vice president; Mr. William T. Johnson, Brooklyn Guild, secretary; and Mrs. Clinton W. Nolan, Buffalo Guild, treasurer.

Further information regarding the Federation convention may be obtained by writing Monsignor Riley at 1706 Summit St., Philadelphia, Pa.

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Current Literature

☆ "Rehabilitation Centers for Blind Persons." U. S. Office of Vocational Rehabilitation, Washington, D. C. The pamphlet presents a report of a seminar held at New Orleans in February 1956 under the joint sponsorship of the Office of Vocational Rehabilitation and the American Foundation for the Blind and concerns itself with the principles and standards evolved by six committees. These principles and standards cover potential need for services, center program, personnel, physical plant, finance and budget, and interpretation of total concept. The seminar participants include seventeen persons with extensive experience in various areas of rehabilitation center administration and operations; three resource persons outstanding in their respective fields—medicine, psychiatry, and psychology; one representative from the Public Health Service; and three staff members from the Office of Vocational Rehabilitation and three from the American Foundation for the Blind.

☆ "A Programme for Braille Transcription" by J. P. Cleave. *Information Theory*, Third London Symposium, 1955. New York, Academic Press Inc., 1956. A description of an attempt to use an electronic computing machine to convert letter for letter input into Grade 1½ braille. The experiment was intended as a step toward solving general machine translation problems. For such purpose the article discusses the programming which would enable an electronic computer to do this work.

☆ "The Three Lives of Frank H. Hall" by Walter B. Hendrickson. *Journal of the Illinois State Historical Society*,

Autumn 1956. This is the story of the man who invented the Hall braille writer and the Hall stereotypemaker and thus pioneered in developing braille printing. His "second life" was spent as superintendent at the Illinois Institute for the Education of the Blind from 1890 to 1893 and from 1897 to 1902. The Hall stereotypemaker was first exhibited at the Chicago World's Fair where educators of blind children saw its great possibilities.

☆ "If Blindness Occurs" prepared by The Seeing Eye, Inc., Morristown, New Jersey. This booklet is intended for the guidance of doctors, hospital personnel, families and others concerned with the care of newly blinded persons. In preparing it, The Seeing Eye has placed major emphasis on recommendations for working with blind adults who are otherwise physically competent. The suggestions are based on the highly specialized experience of The Seeing Eye since 1929, when the school was established.

☆ "Pageant Visits Seven Brave Children." *Pageant*, February 1957. This picture-story deals with the Helen Keller center at the Alabama Institute for Deaf and Blind in Talladega, Alabama. Through the three remaining senses, taste, smell and touch the student learns to recognize certain vibration patterns and to combine these vibrations into words and to understand what the words stand for.

☆ "What Do You Mean by 'Hopeless'?" by Don Murray. *Saturday Evening Post*, March 2, 1957. Today sixty-six deaf-blind children are being instructed in

he seven schools which have special departments for the education of the deaf-blind. This article deals with the Perkins School for the Blind and the deaf-blind students enrolled there. Many illustrations.

☆ "The Blind Child in the Regular Classroom" by Doris Gray. *Educational Leadership*, December 1956. Many schools today are accepting the challenge of educating a blind child in the regular classroom along with the sighted group. In working with this type of exceptional child, principals and teachers are discovering that his similarities to the average are much greater than his differences and that educational methods do not need to be changed, but can be adapted to meet his individual needs.

☆ "The Ruth Hardy Story" by Al Graham. *R. N., A Journal for Nurses*, February 1957. This is the story of a registered nurse who seven years ago met with an accident that resulted in total blindness. She is now employed in the three-fold capacity of industrial

nurse, instructor and supervisor at the Houston-Harris County Lighthouse for the Blind in Houston, Texas. Her duties include administering first aid to those who are injured in the various workshop departments, maintaining the Lighthouse dispensary, teaching home nursing and various aspects of homemaking, and serving the Lighthouse as public relations representative.

☆ "Books That Talk to the Blind" by M. A. DeWolfe Howe. *Atlantic Monthly*, December 1956. The author is a biographer and editor whose roots go back to Bristol, Rhode Island. He tells of the time when blindness made reading impossible and he discovered the companionship of talking books.

☆ "Cast Off the Darkness" by Peter Putnam. *Ladies Home Journal*, April 1957. This is a condensation of an autobiography soon to be published by Harcourt, Brace and Company. The author is an instructor at Princeton University and will be remembered for his earlier book, *Keep Your Head Up*, Mr. Putnam.

Book Reviews

Vocational Counseling with the Physically Handicapped. By Lloyd H. Lofquist. New York: Appleton-Century-Crofts, Inc., 1957. 384p. Reviewed by Abraham Jacobs, Ph.D.*

THE INCREASING QUANTITY and scope of professional literature dealing with vocational rehabilitation is one evidence of the growing concern with the vocational problems of the handicapped. Much of this material, however, is still found only in periodicals or monographs dealing with isolated aspects.

*Dr. Jacobs is an associate professor of education in Teachers' College, Columbia University.

Agency workers, administrators responsible for the supervision of a rehabilitation program and the in-service training of their staff, and representatives of other disciplines concerned with rehabilitation will welcome this latest addition to rehabilitation literature: an "effort at integration of materials for a limited number of disability areas."

Dr. Lofquist has given us the first major discussion of vocational counseling of the handicapped since Hamilton's *Counseling the Handicapped in the Rehabilitation Process* (1950) and Kess-

ler's *Rehabilitation of the Physically Handicapped* (revised in 1953). Although it is addressed to vocational counselors and psychologists in various settings, the author emphasizes the role of the vocational counselor in a hospital and focuses attention on problems and techniques peculiar to that setting, including the counselor's working relationships with other hospital members, and, to a lesser degree, with cooperating community rehabilitation and placement services.

The disabilities covered in this volume are given differential treatment. The amputee, the heart patient, the hypertensive, the cancer patient, the skin patient and the paraplegic are each fully discussed in separate chapters which include the problems presented by the disability, relevant medical information, and counseling considerations.

A valuable feature is the illustrative case study which the author has included for each of these disabilities. The detailed description of an ongoing counseling process, including test results and test profiles, can serve as a useful training device, as well as emphasizing the unique rehabilitation problems presented by the disability.

The blind and visually handicapped, together with the deaf and hard of hearing, the tuberculosis patient, the psychiatric patient, the epileptic and the arthritic, are not discussed except for a series of questions which the counselor should consider in the rehabilitation process. Readers who function primarily in state or community rehabilitation agencies may take exception to the author's differential treatment of the disabilities he has included. His rationale that blindness is an example of the disabilities "in which vocational counseling has been discussed rather fully elsewhere or for which well-developed bibliographies pertinent to vocational counseling are already avail-

able" is open to question. The same statement could be applied to the tuberculous patient, the epileptic, and the deaf. Moreover, clients presenting these disabilities are probably seen more often by rehabilitation workers in the community than the cancer or skin disabled client, who is given more adequate treatment in this work.

The author's discussion of counseling and testing, although he is again concerned primarily with hospital techniques, contains useful hints for the beginning as well as the experienced counselor. The initial interview, establishing rapport with the client, enlisting his active participation in the counseling process, the effects of illness on test results, and interpreting these results to the client are all treated, although briefly. Other useful sections of the book include sample forms used in vocational counseling, a bibliography of 176 items, and a glossary of medical terms which will be of help to the rehabilitation counselor who must evaluate and deal with medical information.

The inadequate treatment of the more common disabilities encountered in settings other than the hospital, and a rather cursory approach to the utilization of community resources such as sheltered workshops, rehabilitation centers, and the state rehabilitation and placement services, limit the value of this book for rehabilitation counselors in general, and other professional workers concerned with rehabilitation. It is also unfortunate that the reader, for whom this book will represent an introduction to rehabilitation, will gain no appreciation of the growing role of the Office of Vocational Rehabilitation in the expansion of rehabilitation service, since the author barely mentions the federal-state relationships, and the impact of Public Law 565.

Some of the limitations of the work, noted in this review, are probably inevi-

table in any attempt to integrate many facets of rehabilitation into one volume. Dr. Lofquist has achieved the major goal he apparently set for himself, and has given us a useful contribution to rehabilitation literature, in his emphasis on early and adequate rehabilitation in the hospital setting, and in the useful guides he provides for the community rehabilitation counselor who is assigned responsibility within this framework.

The Circle of Faith, by Marcus Bach. New York: Hawthorn Books, Inc., 1957. 189p. Reviewed by Dwight C. Smith, Ph.D.*

DR. MARCUS BACH, associate director and professor in the interfaith School of Religion at the University of Iowa, is well known in religious circles for his books describing personalities and groups among what are sometimes called the "fringe religions." Examining them sympathetically, he has sought to discover what they find in these unconventional expressions of religion that was lacking for them in conventional church life.

The Circle of Faith takes a different approach to his theme of religious understanding. Describing five exceptional individuals in today's world, the author links them together by explaining that the key to each life is a personal encounter with and response to Jesus Christ.

He begins with Therese Neumann, whose fame spread with the report in 1926 that this Bavarian girl bled in hands and feet on Good Friday. Retaining the stigmata during thirty-one years, she is said to have taken no nourishment other than the Holy Sacrament. Dr. Bach recounts his personal interview with her, concluding that the key to her life is the fact of her deep and consuming love for Jesus Christ.

*Dr. Smith is general secretary of the John Milton Society, in New York.

The second interview he describes is with Shoghi Effendi, present leader of Baha'i. His great grandfather was the Persian, Baha'u'llah, first prophet of this modern religion which claims its roots in the great prophets of all the historic religions. Vividly describing the serene and confident demeanor of Shoghi Effendi, the author says the essential fact about him is that he fully accepts Jesus as the Greatest of all Prophets.

His third personality, whom we shall discuss later, is Helen Keller.

Dr. Bach's fourth subject is Pope Pius XII. He first describes a great ceremony at St. Peter's in Rome, and then tells of a Special Audience when he had the opportunity for some moments of personal conversation with the Pontiff. The result is a most interesting evaluation of The Pope by one who, though a Protestant, holds him in high regard. The Pope, he tells us, is to be understood only in light of the fact that he deeply and devoutly accepts Jesus Christ as Divine Authority.

Fifth is Albert Schweitzer, famed theologian, philosopher, organist, authority on the music of Johann Sebastian Bach, and missionary doctor to the natives of French Equatorial Africa. The story of this remarkably versatile yet truly modest servant of God has been told in many books, articles, and now in a film. Telling how he and Mrs. Bach visited the hospital at Lambarene, the author explains Dr. Schweitzer's extraordinary magnetism and personal force as the result of his acceptance of Jesus Christ as primarily a Way of Life.

The Chapter on Helen Keller differs from the others in the fact that it does not include a personal interview. While his other chapters make much of what these people have written and said and how others have responded to them, the vivid core in each case is the author's own encounter and conversation with

the individual concerned. In the case of Miss Keller he reports the impressions of others and tells of the time he heard and saw her speak. But his personal contact was limited to being introduced to her along with many others at the conclusion of the meeting. He quotes extensively from her books, particularly, *The Story of My Life*, *Midstream*, and *My Religion*. But he cannot report any actual discussion with her.

The result is that to a degree greater than in the other instances he can tell only what he thinks her religious experience signifies, without any chance to check these conclusions with Miss Keller. To this reviewer that difference seems quite important.

Dr. Bach gives a good and appreciative description of Miss Keller's unique achievements. He is certainly right in declaring that her life cannot possibly be explained except in terms of highly significant spiritual experience and attainments. Her writings make this clear and her world-wide influence underscores the fact. Her part in getting the John Milton Society started, and her relationship to this Christian agency of service to the blind as President for more than a quarter of a century, is the logical result of her strong religious convictions.

At the same time we may fairly ask whether Dr. Bach can correctly insist that the ultimate key to the understanding of her life is that she had a decisive encounter with Jesus. Perhaps the difficulty here is one of semantics. Such language seems to suggest a more or less conventional conversion experience, and at this point one meets a large question mark. Her own testimony indicates how far she is from accepting conventional religious expressions to describe her own feelings and experiences.

Dr. Bach concludes, "Her path

crossed the path of the Man from Nazareth and she made of Him a Mystical Presence." This is probably correct. However it has always been true that those whose religious experience puts them among the mystics cannot adequately be described in terms which suggest conventional religious views. Therefore the question remains whether Helen Keller can appropriately be included in such a circle as our author describes in this book. If so, then it is certainly a wide and enormously inclusive circle. But perhaps this is, after all, what he wishes us to understand.

Appointments

☆ Michael Cariola has been appointed executive director of the Seattle Lighthouse for the Blind. He was previously executive director of the Delaware County Branch, Pennsylvania Association for the Blind, a position he had held since 1949. Prior to that he was executive director of the Lycoming County Branch of the Association for three years.

Mr. Cariola entered work with the blind in 1941 when he became a home teacher with the Pennsylvania Home Teaching Society in Philadelphia. In 1945 he joined the staff of the Pennsylvania State Council for the Blind, becoming their senior instructor and supervisor of the home teaching course at the Overbrook School for the Blind.

His first major projects at the Seattle Lighthouse will be the expansion of the broom factory to include the manufacture of other products and sub-contract work, and development of the welfare department in the areas of home teaching and prevention of blindness.

News Briefs

☆ An exchange program to enable social workers to observe and study overseas is being conducted through grants provided by the State Department. Five grants to cover the costs of international travel have been made available for the study of social welfare by one person each in Norway, Sweden, Belgium, Austria and Yugoslavia. The grants cover a maximum of three months of study for persons who have not previously observed or studied abroad under other exchange programs. This program operates within the general framework of the United Nations Exchange Program in Europe, in which National Exchange Committees in the host countries arrange a program of study.

On returning to the United States each student is expected to develop a report of his experience and share his findings with the social workers in this country.

☆ A Karl Renner Foundation prize for 1956 was presented to Hans Hirsch, President of the Austrian Association of the War Blind and a member of the board of the Central Organization of Austrian War Victims Associations, on January 19, 1957 in Vienna.

The Foundation was established in 1951 by the Vienna City Council in honor of the eightieth birthday of Karl Renner, former president of the Republic. Prizes totaling 100,000 schillings (about \$4,500) are awarded annually for meritorious service to the Republic.

Hans Hirsch was blinded and lost both hands on the Italian front in 1917, at the age of nineteen. One of the founders of the Association of the War Blind, he was a member of the Austrian

delegation to the WVF Sixth General Assembly in Brussels. Mr. Hirsch used his award of 10,000 schillings (\$450) to help set up a talking book library for the blind, to which his association and the Ministry of Social Affairs will also contribute.

☆ Two workshops on recreation in rehabilitation will be conducted during June at Teachers College, Columbia University, for recreation leaders in hospitals, nursing homes and rehabilitation centers. The workshops will be geared toward the problem of in-service training of personnel in hospitals and nursing homes and toward orientation for newcomers to the field. Part of each day will be spent in hospitals, nursing homes and rehabilitation centers.

There are no formal academic requirements and no credit is given for the conference. However, persons qualified for and desiring credit should register for from one to four points under Education sj293CR (Teachers College Catalogue, Summer Session 1957, page 245). The work conference fee without credit is \$60. Full details may be obtained from Professor Josephine L. Rathbone, Teachers College, Columbia University, New York 27, N. Y.

☆ Two courses of interest to workers with the blind have been announced for the Summer Session by the University of Chicago, School of Social Service Administration.

A workshop called "Work Adjustment of the Physically and Mentally Handicapped" will consider three phases of vocational adjustment: (1) the evaluation of work potential; (2)

preparation for work; and (3) adjustment on the job. Emphasis will be placed on analysis and diagnosis of vocational problems based on understanding the broad principles of vocational guidance and the dynamic interrelationship among vocational, emotional and social needs of handicapped persons during the process of vocational adjustment and rehabilitation. Principles of vocational placement will be discussed.

A workshop called "Social Work and Rehabilitation Concepts in Services to the Handicapped" will examine the needs of handicapped people and the principles of casework practice in relation to illness and disability. Special emphasis will be given to knowledge and skills of interdisciplinary practice

as they relate to both assessment and treatment of the disabled.

Information may be obtained from the School of Social Service Administration, University of Chicago, Chicago 36, Ill.

☆ Since 1950 there has been a law in Italy which favors employment of blind masseurs by hospitals and clinics. An illustrated booklet entitled *I Ciechi e la Chinesiterapia*, describing the successful placements of a number of blind masseurs, has been published by the Unione Italiana Dei Ciechi in Rome. Similar legislation with respect to blind telephone operators is being considered in Italy. Their work is described in a booklet entitled *Il Centralinista Telefonico Cieco*.

Directory Changes

The following changes within various agencies for the blind should be made in your *Directory of Activities for the Blind in the United States and Canada*, 1954 edition:

Page 24—Recreation for the Blind, Inc.
New name: Enchanted Hills National Foundation for the Blind,
3450 Geary Blvd., San Francisco
18, Cal.

Page 30—Florida Council for the Blind.
New address: 416 South Tampa,
Tampa, Fla.

Page 37—Board of Industrial Aid and Vocational Rehabilitation for the Blind. K. E. Bratt replaces the late Howard Patrem as Director.

Page 42—Kentucky School for the Blind, White Department. L. P. Howser replaces Paul J. Langan as Superintendent.

Page 42—Kentucky Workshop for the Blind. New name: Kentucky Industries for the Blind. Charles C. Cox, Business Manager replaces Paul J. Langan, Superintendent.

Page 47—The Catholic Guild for the Blind.
New address: 65 Franklin Street,
Boston 10, Mass.

Page 52—Michigan School for the Blind.
Dr. Robert H. Thompson replaces the late Wallace J. Finch as Superintendent.

Page 57—Division for the Blind, State Department of Public Welfare. R. D. Williams is now Director. J. I. Rankin's new title is Analyst.

Page 74—Mecklenburg County Association for the Blind, Inc. New address: 704 Louise Avenue, Charlotte 4, N. C.

Page 79—Toledo Society for the Blind.
New address: 1819 Canton Avenue, Toledo 2, Ohio.

Page 80—Services for the Blind, Vocational Rehabilitation Division, State Board of Vocational Education.
New address: 1212 North Hudson, Oklahoma City 3, Okla.

Page 100—Lighthouse for the Blind, Inc.
Michael Cariola is now Executive Director.

Necrology

Louisa Walker Kirby

LOUISA WALKER KIRBY, of Asheville, N. C., died on March 19, 1957. Mrs. Kirby had been principal of the South Carolina School for the Deaf and Blind at Cedar Spring since 1931, and had been on the staff of the school since her graduation from Converse College in 1925. From January, 1945, to August, 1946, on a leave of absence, she served on the War Blind Staff of Valley Forge General Hospital, Phoenixville, Pa., after which she returned to her work at the school. In October 1947 she married Hilliard F. Kirby, of Asheville.

Mrs. Kirby is survived by her husband, a son, Walker Kirby, both of Asheville; her mother, Mrs. W. L. Walker, of Cedar Spring, S. C.; and two brothers, William Laurens Walker, Jr. and Newton Farmer Walker, superintendent and assistant superintendent, respectively, of the South Carolina School for the Deaf and Blind.

Louisa Walker Kirby was a member of a long line of distinguished educators of deaf and blind children. Her great-grandfather, the Reverend Newton Pinckney Walker, was the founder of the South Carolina School for the Deaf and Blind at Cedar Spring. Since his death in 1861, five members of the three succeeding generations have served on the staff of the South Carolina School, and the other members of the Walker family have devoted themselves elsewhere to the education of the blind and deaf.

No one who knew Louisa Walker

Kirby could doubt that her way of thinking and feeling was determined by a strong consciousness of family responsibility which extended far beyond the immediate circle of her blood kin. This came of a tradition which took the duties of the hour, day, month and century with the utmost seriousness, which has been characterized by a scrupulous avoidance of limelight and which has never failed in real kindness.

ONCE AT A convention where there was a discussion of mixing blind boys and girls socially, Mrs. Kirby, then Miss Walker, listened without comment to what was said for a very considerable time. Finally, when asked if she thought the practice might be feasible, and if so why and how, she replied that she knew it was feasible because she already practiced it with her pupils and the way it was done was in her own living room. Before her forthright scrutiny on that occasion the group stopped using words like "institutionalize" and "socialization" and began talking about girls and boys and different kinds of parties for them.

On the War Blind Staff at Valley Forge Hospital, Mrs. Kirby demonstrated a capacity for real warmth in kindness which is sensitive but able to keep equilibrium in the surroundings of suffering in a hospital ward during war time. That she married a blinded veteran was no more surprising than it would have been for her to marry anyone else she chose. To her there really wasn't any important difference between

a blind person and a seeing one. Many people talk as though they think they ought to believe this. She lived it without mentioning it very often, except in surprise that anyone could think otherwise.

It is a great pity that no notes could have been taken concerning what she had to say, especially in the course of

her work at Valley Forge, of the way in which the members of her family conducted themselves as heads of schools for the blind and deaf. Toward the suggestion that they should somehow be brought before the world graphically in a publication, she was reserved and reticent. Her confidence in mere words was limited.

—C. Warren Bledsoe

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: NEW OUTLOOK FOR THE BLIND, 15 West 16th Street, New York 11, N. Y.

POSITION OPEN: Medical social caseworker to work closely with blind clients in arranging for and assisting them to keep appointments with doctors, clinics and hospitals for medical eye care services. Must be willing and able to travel the state. Work requires considerable knowledge of medical terminology and training in the understanding of medical problems. Qualifications: graduation from an accredited four-year college or university and completion of two years of post-graduate training in a recognized school of social work, including or supplemented by courses and supervised work in medical social work, or any equivalent combination of experience and training. Salary: \$342-\$440 a month. Write Clifford A. Stocker, Administrator, Commission for the Blind, 645 S. E. Ankeny Street, Portland 14, Oregon.

POSITION OPEN: Social Service Specialist for the Blind to be in charge of the Home Teaching Division and responsible for the development of programs of service in this division and in related social services to blind clients. Qualifications: two years of responsible experience in the field of education or social service including one year in a supervisory capacity; and graduation from an accredited four-year college or university with major course work in education, psychology and the social sciences; or an equivalent combination of experience and training. Salary: \$380-\$480 per month. Write Clifford A. Stocker, Administrator, Commission for the Blind, 645 S. E. Ankeny Street, Portland 14, Oregon.

POSITIONS OPEN: Director and assistant director for vacation home for blind women in Denville, New Jersey. Apply to Mrs. Helen Gromann, 254 North Grove Street, East Orange, New Jersey. Phone—OR 5-7131. Or call The New Jersey Foundation for the Blind, MA 2-7157.

POSITION OPEN: Man with experience in broom-making to take over foremanship of large mid-west shop for the blind. Wonderful opportunity for man who understands the business and can work well with people. Write giving qualifications and salary requirements to Aubrey F. Welle, Plant Superintendent, St. Louis Society for the Blind, 2315 Locust, St. Louis 3, Mo.

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**"While they were saying among
themselves 'It can not be done'
it was done."**

—Helen Keller

Social Factors in Disability

HORACE D. RAWLS

MANY CENTURIES AGO, Aristotle referred to man as a "political animal." Today, instead of using the term "political" the term "social" is used and man is referred to as a social being. By this is meant the fact that wherever man is found his behavior is closely tied to the behavior of other persons. It is very rare that individuals are found who have been raised in isolation and when they are discovered their behavior does not correspond to the standards of any known human society. In large part, therefore, "what a person is" depends on the nature of his social contacts; i.e., contacts with other members of the human species.

The idea that the disabled, unlike most other persons, are little influenced by their relations with others, that their disabilities take precedence over any normal social attitudes or desires, is slowly giving way to the modern, sociological conception of disability as a function of cultural and social factors, to a large extent. Most disabilities would not be recognized by the indi-

vidual if they were not culturally defined as such and were not so interpreted to the individual by the people with whom he associates. Dewey and Humber even go so far as to state:

"Whether a particular physiological or anatomical abnormality places a person within an advantaged or disadvantaged minority depends not upon the biological fact itself, but also upon society's evaluation of it. *Taken by itself no biological variation constitutes a social or personal problem.*"*

This is a rather extreme position and most sociologists would not deny that a condition, such as total deafness, constitutes an intrinsic handicap which prevents the individual from engaging in certain activities, regardless of society's interpretation of the disability. Lemert states the social relationship in very succinct and reasonable terms:

As far as we know, little of the specific form of deviant behavior can be attributed to biological structures or processes per se, except in a negative or limiting way. Physical handicaps, as the term clearly signifies, make certain types of perception and behavioral responses impossible, depending upon the nature and the extent of the structural defects. Persons so dif-

Mr. Rawls is assistant professor, Department of Sociology and Anthropology, North Carolina State College, Raleigh, N. C.

This paper was prepared for the Workshop on Preschool Children, North Carolina State Commission for the Blind, Raleigh, N. C., January 8-11 1957, Christine Anderson, Director.

* Dewey, Richard and Humber, W. J., "The Development of Human Behavior" (New York: The Macmillan Company, 1951), pp. 390-391.

ferentiated from others are defective in that they are unable to perform actions which are necessary to implement certain social roles . . . However, the *extent* to which the handicaps physically limit the playing of social roles is culturally variable, being modifiable by technological devices such as hearing aids, reading aids, and prosthetic attachments . . .

Biological variations which do not impede bodily functions become a basis for deviation only through interaction with cultural definitions and social perceptions . . . It is likewise true that those biological differentiae which have a demonstrable handicapping effect upon behavior are overlaid with culturally conceived ideas as to how far the handicaps go.*

As illustrations of the above relationships, hairlip, premature baldness, ugly scar tissue on the face, and polydactyly, among many other conditions, do not necessarily constitute intrinsic handicaps. But if persons with such physical conditions encounter the derision and coldness that such deviations from our standards of beauty usually occasion, it is not long before they learn that they have a social disability. The feelings of insecurity, lack of self-confidence, and other personality distortions which their social relations produce may be more severely handicapping than some major orthopedic disability. On the other hand, as the quotations further indicate, it is often the social components in severe disabilities that produce the greatest handicaps.

The basic social process is interaction. By this term sociologists mean the influences which individuals and groups have on one another. Interaction is a continuous process in all societies and is basic to the socialization of the individual; i.e., the process whereby an individual learns to become an accepted member of his society. Once the individual learns the meaning of language

symbols he is capable of true communication and his learning is greatly facilitated. We learn the standards of our society only after we learn to communicate.

When a child has some disability which prevents it from easily learning to speak and write the language of its society, its socialization is greatly retarded and its adjustment difficulties are apt to be profound. The very essence of feeble-mindedness is the individual's inability to comprehend the symbols of his society and, in severe cases of this condition, only the most limited socialization is possible. There are other conditions, however, which prevent the individual from acquiring language behavior, and frequently individuals with such conditions have the superficial appearance of being feeble-minded. For many years persons who were born with practically no hearing were referred to as the "deaf and dumb." Their "dumbness" was a result of their inability to hear the spoken word.

The acquisition of a spoken language by a child with normal sensory equipment occurs with little conscious, deliberate effort. His interactions with parents, siblings, and other close relations during infancy insure a development of language which is as "natural" as biological development. The child with severe sensory disabilities, however, is confronted by a most laborious process of directed training which he must undergo in order to master language behavior. Perhaps the classic example of sensory defect in our society is Helen Keller. Though we have all heard the story of her life many times and are familiar with her autobiography, the following passages from that work are among the most graphic descriptions of the problems of the totally blind and deaf person attempting to master a language:

*Lemert, Edwin M., "Social Pathology: A systematic Approach to the Theory of Sociopathic Behavior" (New York: McGraw-Hill Book Company, Inc., 1951), p. 29.

. . . Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. . . I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation . . .

One day, while I was playing with my new doll Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water*, but I had persisted in confounding the two . . . I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet . . . In the still, dark world in which I lived there was no strong sentiment or tenderness. . .

We walked down the path to the well-house. . . Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. . .*

It should be noted, in the above quotation, that Miss Keller makes reference to her lack of "sentiment or tenderness" before she acquired the ability to communicate by language symbols. This is in accord with modern sociological conceptions which contend that the more refined emotional states and sentiments, as well as abstract beliefs and standards of conduct, are learned through communication. Before man begins to communicate with his fellow men he is in a subhuman state; he is motivated by biological needs and

impulses of the moment. In fact, he doesn't possess a personality in the full meaning of the term and he has only a rudimentary self-conception. The theory of Charles H. Cooley, one of the early American sociologists, that the self develops through social experiences is generally accepted by present-day sociologists. How does the existence of a deformity in a young person alter social interaction of this person and thereby influence his or her self-conception? Some quotations from Katharine Butler Hathaway's fascinating book *The Little Locksmith* will illustrate the process as it occurs in a young girl suffering from a "hunched" back resulting from spinal tuberculosis. After a rather lengthy discussion of her strong emotional attachment for her brother, Warren, she makes the following statements concerning her relations with her brother's friends:

When they were introduced to me their discomfiture was as much of a shock to me as if each of them had held up a mirror for me to look at. Warren's magic cloak was snatched off me by their embarrassed glance. It showed me very plainly that there was something the matter with me, and that I was not their idea of what a friend's sister should be. If one of them happened to be left alone in the room with me for a few minutes he would hastily pick up a magazine and become painfully absorbed. While for me on the opposite side of the room these minutes seemed to expand to enormous size because of their sudden emptiness, blown up like huge, dry, empty seed pods. As my brother's favorite I felt the urgent need and desire to make an impression on his friends. I wanted to be lovely and enchanting as all sisters are in stories. I had read that when men and women are together it is the woman's part to entertain and be amusing, and if the man is shy to overcome his shyness and draw him out. My inability to play this skillful feminine role was so complete that instead of being a negative thing it was like a dust storm of a tornado. It shriveled and exterminated any

*Keller, Helen, "The Story of My Life" (New York: Grosset and Dunlap, 1905), pp. 22-23.

ease of charm or spontaneity which might have been in the room if I had not been there. Sometimes, however, one of the Harvard visitors would be a young man of more social experience than the others or perhaps of an inborn sympathy, and he would make an attempt to be nice to me. He would try to brighten me up with a little polite badinage, treating me as if I were a sort of interesting curiosity, a strange and intelligent child. I knew that when they were in the room with me they were only passing as best they could a stagnant interval until my brother should come and take them to call on the girls who lived up the street.*

The interactions which take place in childhood are important in determining whether or not a disabled individual will become a self-sufficient and self-reliant adult. There is a tendency for the disabled child's parents, and other adults, to adopt an over-protective role in their relations with him and, out of pity or sympathy, to do things for him which he should be allowed to do for himself. As a matter of fact, most disabilities are not nearly so incapacitating as we are prone to believe.

There are a number of factors which influence the nature of an individual's relations with others and which determine, to a large extent, the nature of his learning and consequently the degree of his socialization. These factors may be in the nature of barriers, which limit interaction in certain areas, or assets, which make possible interaction of exceptional quantity and quality. They are in operation throughout society but they can be of particular importance to disabled persons.

1. *Bio-social Factors.* The phenomena of sex and age are basically biological and are to be found in any society, but the cultural patterns associated with them vary considerably from

one society to another. Much of the difference in behavior between women and men in our society is, therefore, a matter of culture and not a matter of biology. Likewise the interpretations placed on age by society are perhaps as important as the biological fact of age itself.

All of the relationships between bio-social factors and disability have not been determined. To use sex as one illustration, there is some controversy as to whether disabilities are more handicapping for women or for men. The consensus seems to be that impairments of function are generally more handicapping for men because in our society men are expected to assume more active roles than are women. On the other hand, disfigurement is severely handicapping for women because of the premium placed on physical attraction of the female and because, traditionally, the chief avenue whereby a woman can achieve status is matrimony. In any event, it can be seen that the bio-social factor of sex is important in influencing the kind of relationships which the disabled person will have throughout the life cycle.

2. *Residential Factors.* Whether an individual lives in the city or in a rural area, what region of the country he lives in, and what section of a community he lives in, all influence the extent and nature of his relations with others. In addition, each locale in a society has certain cultural patterns peculiar to it and therefore an individual living in a city will behave in some ways differently than will a person living in the country; a southerner will behave differently than a northerner; and so on.

The severity of some disabilities varies according to residence. For example, feeble-mindedness is not quite the adjustment problem in an isolated rural community that it is in a large metropolitan community, because in

* Hathaway, Katherine Butler, "The Little Locksmith" (New York: Coward-McCann, Inc., 1943), pp. 61-62.

the latter there are so many more possibilities for the feeble-minded person to get into trouble. On the other hand, persons with heart disorders may not be able to find suitable employment in rural farm areas, where most work available is of a strenuous nature.

In respect to the influence of residence on the development of the disabled child, regional differences may be of great importance. In some regions there may be less adequate facilities available for treatment and training than in other areas. The South is, and has been, notably behind other regions of the country in its program for disabled children. North Carolina in its work with the blind, and with certain other types of disability, has been outstanding within the southern region, but in most fields it lags far behind the rest of the nation. The disabled child growing up in the South, therefore, is handicapped by the limited cultural resources of the region as well as by his physical or mental disability.*

3. *Socio-Cultural Factors.* These factors include such things as social class, education, occupational status, and religion. All of these factors are, obviously, closely related. Membership in a given social class, for example, is of decided importance in influencing one's level of educational attainment, the kind of occupation one selects, and even, to a certain extent, one's religious preference. Social class in our society is closely associated with wealth and income, whereas in other societies kinship is more important. This means that members of the lower class in America, as a rule, are deprived of many of the cultural advantages that make life comfortable, interesting, and enjoyable, and which encourage pro-

ductiveness in the individual. Unfortunately, a decidedly larger proportion of disabled persons in the United States come from the lower socioeconomic segments of the population than from the middle and upper segments. A great many of the disabled people with whom we must work, therefore, lack the background which would give them those traits of personality and character so important in overcoming their handicaps.

One other of these socio-cultural factors should be mentioned; i.e., the factor of religion. Religion can have both negative and positive aspects in rehabilitative work. On the negative side, some religions encourage disabled persons to forego medical treatment in the belief that such treatment would be counter to the "will of God." Further, religion can sometimes cause the disabled individual to assume a passive attitude toward disability. He may believe that his lot is the "will of God" and that no effort on his part will change that lot. On the other hand, religion can serve to support the individual through difficult and even painful experiences, and it can provide him with a meaningful interpretation of life and a goal toward which he can strive. These positive values of religion are becoming increasingly recognized by psychiatry and religious counseling has become standard supportive therapy in most mental hospitals.

In conclusion, the disabled child lives in a world of people as well as in a world of natural physical processes. In the family he experiences his first social relationships with his mother, his father, and his brothers and sisters. Their attitudes toward him and toward his disability exert an important influence on his personality; i.e., on his attitudes toward others, his emotional make-up, his aspirations, and his self-conception. The kinds of rela-

* There are, of course, many compensations for living in the South, despite the cultural deprivation of many of its areas. A discussion of these is beyond the scope of this paper.

tionships which are established in his family may be of greater importance than his physical disability. As his contacts extend beyond the family circle into ever widening spheres, certain factors will assume importance in

structuring his relationship: i.e., bio-social, residential, and socio-cultural factors. These relationships, in turn, will determine his eventual feeling toward himself (his self-adjustment) and his role in society.

PERSONAL ATTRIBUTES

for Blind Entry Workers

HERBERT RUSALEM, Ed. D.

DURING THE PAST two years, the professional training program in the rehabilitation of the blind offered by the Industrial Home for the Blind in cooperation with the Office of Vocational Rehabilitation has worked with forty-two students. Almost all of these students have been blind and more than half of them have come into the program without previous professional work experience. Consequently, one of the functions of the program has been to assist these students to develop realistic placement plans and to assist prospective employers to recruit personnel for their agencies. In the course of this experience, we have had a large number of opportunities to sample the attitudes of employers in filling their entry positions in the rehabilitation of the blind and to evaluate the readiness of students for meeting the conditions which employers tend to set.

As opportunities for employment in work for the blind develop, increasing numbers of young people are planning for careers in the field. This prepara-

tion consists only in part of the academic qualifications. After the student has presented the minimum educational and experiential qualifications, what further evidences of professional promise is he called upon to submit? Although each employer expresses his individuality in setting these personal requirements and conducts his employment interviews in a frame of reference which is highly idiosyncratic for him, our experience has been that despite these differences, employers have tended to agree on a pattern of personal qualifications which they demand of blind entry workers.

The purpose of this paper is to discuss this pattern, with particular reference to the problems of preparation which are implied in it.

What are the personal qualifications which employers seem to look for in applicants for first jobs in the field? The suggestions listed below are in addition to the academic requirements for particular positions. Our two-year experience is clear on this point. Almost without exception, employers are looking for qualified workers. These qualifications are stated in terms of general academic preparation, training in one of the professions of the rehabilitation team, and specific training in the area of service to the blind. Assuming the achievement of academic preparation,

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the following personal attributes are sought by employers.

1. Independence.

In this context, independence is not merely seen in terms of an independent attitude and a capacity for taking initiative, but it is often seen in physical terms. The applicant, if he is blind, should be capable of carrying on most of his personal and professional activities with a minimum of aid. The bedrock of this physical independence is travel. We are living in a period in which urban service to the blind is gradually evolving a consistent policy toward seeing guides. From the point of view of client relationships and impact upon the public, many agencies are making cane or dog an inflexible requirement for admission to the IHB Professional Training Program.

However, the factor of independence does not end with foot travel. Job applicants are expected to offer good communications skills in braille reading and writing, typing, and verbal expression. They should be able to keep their own records and to type their own reports, on occasion. In recognition of this requirement, IHB Professional Training students are given intensive training in the preparation of professional records and in the techniques of communicating ideas in case conferences and group meetings.

Beyond communications and foot travel, independence is sought in social situations. The blind job applicant is expected to relate easily to clients, to meet the public in positive terms, and to work effectively with colleagues, seeing and blind. Employers tend to favor applicants who are free of troublesome personal mannerisms sometimes associated with blindness, persons who are capable of complete self-care, including personal grooming, eating in public, and accepting help when offered.

Independence is also sought in the area of work performance. In most agency settings, supervision on the professional level is limited in time and intensity. In entering a new job, the blind applicant must have the ability to grasp the fundamentals of his job quickly, to plan his work, and to be able to make appropriate judgments without becoming overly dependent upon others for instructions. Such independence, while a function of the total personality, is often learned in training through the student's being given opportunities to exercise independence and to gain confidence in his ability to function on his own initiative.

2. Attitudes.

A number of attitudes are important to employers considering blind applicants for entry jobs. Perhaps the attitude which is most often mentioned is that of exclusiveness. Rehabilitation work for the blind is an unsheltered activity. The emphasis is upon the client's ultimate integration into the community to a degree which is consistent with the needs of the client and the opportunities afforded by the community. In carrying forward this ideal, an agency may find itself hampered by some of its professional workers who themselves have not introjected the ideal and who have attitudes which emphasize difference, segregation, and exclusiveness. Candidates who tend to see themselves as functioning parts of the whole community and identify with all people, seeing and blind, equally well, tend to be favorably considered by prospective employers.

Applicants still abound who consider their blindness as a qualification. They feel that their struggles with blindness or seriously impaired vision have given them some special insight into the problems of the blind. Employers tend

to agree that there is no evidence that this is so. At present, it seems that the kind of person an applicant is contributes more to the ability to understand blindness than his unique experiences with his own blindness. Living through a particular experience can add to one's depth of understanding of others living through the same class of experience, but not necessarily so. Large numbers of blind and seeing people alike fail to have an adequate understanding of the social and psychological problems which individually confront blind clients. On the other hand, there are blind and seeing persons, alike, who have the capacity for a real understanding of the emotional problems of living with a visual handicap. Consequently, employers are inclined to favor individuals whose qualifications emerge from their total life experience rather than from their personal emphasis on their own blindness.

Other attitudes seem crucial to the employment experience. Agency executives tend to favor applicants whose attitudes toward agencies are healthy and constructive. Some blind job applicants, as a result of negative experiences with agencies, feel hostile to the generalized concept and function of agencies for the blind. Some of these applicants have been able to understand these experiences and to accept them as personal and parochial, without impairing their ability to relate to agencies as professional workers. Others develop bitterness and suspicion which become imbedded in attitude configurations which handicap them in their role as representatives of agencies. Commonly, such workers perceive themselves as working with the client despite the agency or even against the agency. Because of the morale problems presented by such workers and because of the influence of these attitudes upon client services, prospective employers

are alert to attitudes of applicants toward agencies as a cultural medium through which aid to the blind is given.

A third attitude which concerns employers is that of overprotection and overidentification. Some blind applicants have so strong a need to serve in terms of self-gratification that they overidentify with clients and deny clients opportunities for self-decision and growth. Some blind job applicants, in having failed to work through their own dependency conflicts, may impose these same conflicts upon blind clients. Such workers do things for clients, whether clients can do these things for themselves or not. They may tend to shelter and overprotect clients to a degree which thwarts the objectives of the rehabilitation agency and the needs of the client.

3. The Privileges of Blindness.

In many agencies, blind and seeing workers perform side by side, often engaged in the same or similar functions. In other instances, blind workers are performing tasks which are performed in other agencies by seeing workers. In either instance, the employer does not expect the blind worker to be accorded special privileges which lessen his competency or his ability to compete with seeing workers. On occasion, blind applicants for positions in work for the blind have requested unusual guiding service, inordinate amounts of clerical help, late arrival and early departure times, lower numbers of assigned cases, greater tolerance for errors in judgment and procedure, and special selection of cases.

On the whole, employers feel that after it has been determined that a particular job can be performed by a blind professional worker, it is desirable for that worker to function on a level on that job with all other work-

ers, seeing or blind. Prospective employers tend to eliminate applicants who require extensive job adjustments, special services, and adaptations of working conditions. The blind job applicant must be prepared to take his place in the organization with a minimum of dislocation to the organization and its ways of doing things.

4. Mental Health.

Employers in this field are apparently looking for personnel who are capable of managing their own lives. This does not refer alone to the problems of blindness. Employers tend to view the applicant as a whole, with blindness being one area of living in which emotional problems are likely to be manifested. In our experience, we have rarely seen instances of students who were functioning well in other aspects of living, but who were failing to solve their emotional problems concerned with blindness. Employers seem to feel that the inability to cope successfully with a visual handicap is an indication of unsolved problems in other aspects of life. They expect applicants to be able to relate well to clients, to work with blind persons without becoming excessively involved with them emotionally, to be able to carry heavy loads of frustration which may be a normal part of work in this field, and to avoid attitudes and behavior which fail to conform with the accepted standards of the community.

Another aspect of this problem is that of supervision. We are moving into a period when most agencies have become aware of the role of supervision in elevating standards of service and in assisting professional workers to function at ever higher levels of performance. However, to benefit from the supervisory relationship, the professional worker needs the capacity for accepting himself and developing insight into

his motivations and his own needs. Supervision is not equivalent to psychotherapy nor does it substitute for counseling. If, because of serious emotional problems, the individual has fundamental personality disorders, the treatment of these disorders is a function of services other than supervision. Supervision can help individuals who are not profoundly disturbed, but it can be highly threatening and disorganizing to those who need deeper levels of help. Consequently, employers are interested in the applicant's past history in working with authority and supervision. Disturbances in this area are often thought to preclude successful employment in the field.

5. Work Habits.

Most employers expect to do some in-service training with new entrants into the field. However, this on-the-job training is seen as specific to the job and as involving the learning of procedures and the organizational and legislative structure of the agency. Employers do not feel a responsibility for the instruction of new workers in work habits. It is their hope that effectiveness in this area may be revealed in the pre-employment selection procedures.

Beyond the common expectations of punctuality, low absenteeism, adaptability, acceptance of assignments and supervision, neatness and clarity of work, and good organization of detail, employers expect the candidate to have mastered the routines of recording and reporting. Applicants are preferred who have developed the techniques of promptly recording client contacts in accordance with agency policy and making accurate periodic reports of professional activities as required by the organization. Furthermore, employers expect a certain degree of thoroughness in preparing diagnostic materials and in justifying vocational and other

plans which are undertaken by the worker.

Five major non-academic criteria of employability have been suggested for applicants for entry positions in work for the blind:

1. Independence.
2. Constructive attitudes.
3. Avoidance of special privileges.
4. Sound mental health.
5. Good work habits.

These criteria raise two problems:

a. How can the blind applicant determine his status on these criteria?

b. How can the prospective employer obtain data on these criteria which will assist him in determining the suitability of the applicant for the position?

These non-academic attributes are rarely taught directly to graduate and undergraduate students. In many cases, the foundations for these attributes are laid early in life. All too frequently, the candidate himself is unaware of his strengths and weaknesses in these areas. This awareness may be brought about in two ways:

a. Through the careful diagnosis of the student's readiness for professional employment by his own rehabilitation counselor. Because of his closeness to the world of work and his experience in evaluating capacities, the rehabilitation counselor is often in an excellent position to make this determination.

b. Through entry into a professional training program like the IHB Program of Professional Training in the Rehabilitation of the Blind. In this program, each student is given an intensive seven-week period of diagnostic study and orientation. During this period, the student is observed by professional workers in a variety of settings and is interviewed on a formal basis around many problem areas. Finally, an evaluation conference is conducted in which the student is evaluated in

great detail. This evaluation is later communicated to the student in private conference, and at that point decisions are made, by the student and the director jointly, relative to the desirability of the student's continuing in the program and the direction in which future plans might move. This evaluation is often of assistance to students in planning remedial experiences for strengthening themselves in one or more areas. Sometimes, students are assisted to obtain the needed help in the community. In the event of profound maladjustments and conditions which require long-term treatment, the student is encouraged to consider other areas of work for the time being.

The problem of the employer's trying to determine the applicant's status on these criteria is a difficult one. Often, the employer has a limited amount of time available for interviewing the applicant and obtaining data about him.

Often the data are not readily available. Sometimes, letters of reference are protective and not fully candid. Sometimes, records of past employment are carefully worded and misleading. Often, the prospective employer weighs the available evidence and makes personal judgments. In many cases, these judgments are valid and are borne out by subsequent experience. At times, the inadequacy of the data upon which the judgment was made weakens the judgment, and performance on the job belies the impressions made in the employment interview. Is there a way to strengthen these employer judgments? It is suggested that employers may wish to consider applicants from professional training programs which have already performed the requisite diagnostic studies and which will be happy to make their findings available to prospective employers. Through the use of this resource, employers may be better able to evaluate worker competency.

Philadelphia Serves the VISUALLY HANDICAPPED CHILD

DOROTHY R. HARTMAN

"WHAT KIND OF AN education will my son receive if he is transferred to a sight-saving class?" asks a concerned parent. "I plan to send him to college," she adds.

A comprehensive educational program has been developed for the visually handicapped child in the Philadelphia public school system through the cooperation of the Special Education and Medical Services Divisions. With a total school enrollment of over 220,000 there are approximately 200 pupils being served by this program. Many individuals, both in the school system and in community groups or agencies cooperate to help each child realize to the fullest extent his potentialities. Early detection, proper placement, expert instruction and guidance, and wise use of special equipment and services are vital if the visually handicapped child is to experience success.

The sight-saving classes were organized in Philadelphia in 1919 and since 1949 have been conducted at the T. M. Peirce School, at Twenty-third and Cambria Streets. There are now fifteen classes for grades one through nine, with a total enrollment of 166. There are thirty-two former sight-saving class pupils in junior high, senior high, or vocational schools who are being served by the special program. During the present school year a first grade class of blind children has been organized. This public school day class was re-

quested by the parents and it is expected that additional braille classes will be organized as the need arises. Services have also been broadened this year by the appointment of a consultant. The T. M. Peirce School enrolls normally sighted pupils in the elementary grades in addition to those in the classes for the visually handicapped.

While some parents are aware of their child's visual problem early in his life and seek help, it is often an alert teacher, principal, nurse, or school doctor who recognizes this. Under a ruling in the state of Pennsylvania, all school children are given thorough physical examinations every two years. At this time, many cases of severe eye defects are discovered, some of which are later admitted to our sight-saving or braille classes. The earlier the cases are referred, the better are the chances for the child's adjustment and success. The principal refers such a case to the school doctor who arranges for the child's private ophthalmologist, or one at one of the school eye clinics, to make a complete examination. If this examination shows a severe eye defect, the school nurse makes an appointment for a further examination at the Holman White eye clinic, in the T. M. Peirce School. If the ophthalmologist at this clinic finds that the child's vision is within the range of the sight-saving classes (between 20/70 and 20/200 in the better eye, after correction) or within that for the braille class (20/200 or less in the better eye, after correction), the findings are forwarded to Dr. Ralph C. Lanciano, the supervisor in

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charge of the eye program for the Philadelphia public schools. He checks the case and recommends that a psychologist from the Division of Special Education test the child. After she administers a series of tests to the child in his present school, she decides whether she feels he would profit by instruction in one of these special classes. The recommendations of the ophthalmologist and the psychologist regarding the case are then presented to the advisory committee for consideration.

Placement

This committee is composed of the district superintendent, the director of special education, the ophthalmologist, the psychologist, the school principal, the school counselor, and the consultant for the visually handicapped. It meets regularly to consider all transfers to or from these special classes. After discussing the reports of the ophthalmologist and the psychologist, and any other pertinent facts learned during conferences, the child is accepted or rejected for special placement. Either decision may be made with the recommendation that the case be reviewed at a later date. For example, some applicants for our braille class were reclassified as being eligible for the sight-saving class. Some cases were deferred because of the child's immaturity to profit by the program of instruction offered. When the child's records indicate a mental handicap, in addition to the visual handicap, of such a degree that his needs could best be met in a class for the mentally retarded, a recommendation is made accordingly. The consultant visits him and arranges to provide special materials and services, as well as guidance to the teacher, as needed, to help in the child's adjustment. Whenever a child is returned to regular grade, due to sufficient improvement in visual

acuity, this same type of service is provided by the consultant.

When a child has been accepted for one of the special classes, the principal places him in a group according to his age level. Arrangements are made for his free transportation to and from school by bus. Most of the older pupils in the Peirce School are provided with tokens to be used on public transportation lines. Other services of the school include a hot lunch, at a reasonable cost to those financially able (a few pupils receive free lunch), and periodic eye examinations at the Holman White eye clinic, as recommended by the ophthalmologist. Repairs and replacements of glasses, at a nominal fee, are made available through the clinic. A dental clinic in the building also serves these pupils.

Educational Program

The sixteen teachers are fully qualified and certified and are familiar with the various types of eye conditions with their implications for education. The content of the educational program follows closely that planned for the normally sighted pupils, being adapted and enriched to meet the needs of these special pupils. A trained physical education teacher takes care of this part of the program throughout the grades. He also conducts a diversified shop program for the boys at the junior high level. The services of a speech teacher, who spends a day each week in the school, are also available for the pupils who need this help.

The physical aspects of the classrooms are an important factor in the program. Fluorescent lighting and pastel tinted walls help to reduce eye strain and provide a pleasant working atmosphere. Movable and adjustable furniture lends itself to either group or individual work.

Under our organization, the classes

average twelve pupils, grouped according to their age levels. Each class has an age range of about a year and the teacher plans the instructional program to meet the needs of these particular pupils. All class work, with the exception of physical education, is done in the special classroom. As is true in the regular classes in our school system, the unit method of teaching is followed. Committee work, class trips, and the wide use of audio-visual aids are important parts of the daily school life. The pupils experience many types of creative activities. Various art and music experiences are provided according to the age level and interests of the boys and girls. Periods of eye use are alternated with those for oral expression and much of the pupils' work, especially in the lower grades, is done at the blackboard. Unglazed buff paper, both plain and with heavy green lines, is used for written work.

Through state and federal funds, a supply of large print textbooks and special materials is available at all grade levels. As a means of conserving vision, the use of large print typewriters is taught in the intermediate grades. With the skill of touch typewriting, pupils will be able to prepare assignments with a minimum of eye use. The talking book is a favorite device used throughout the grades. As the pupils progress, more and more use is made of this equipment. By using earphones, individuals, or part of a class, may listen to a book while the teacher works with the rest of the pupils. Another popular piece of equipment is the projection magnifier, which was developed at the Franklin Institute in Philadelphia under a grant from the Kellogg Foundation. This magnifies print three or five times its size on a ground glass and is proving a valuable aid in reading reference material in either book or periodical form. Our plan is to acquaint

the visually handicapped pupils with these special types of equipment during their schooling at Peirce School so that they may become proficient in their use. Provisions are being made for the secondary pupils to have the use of these aids.

Since the Peirce School also enrolls normally sighted pupils in the elementary grades, our special class pupils have many opportunities to work with them. They serve together on all service groups and the school council. These groups include the Safetyettes, the Sanitation Squad, and the Library Aides. The school chorus, flute club, and rhythm instrument band are composed of pupils from both the regular and the special classes. Parents of children in both types of classes are active in the Home and School Association program. Throughout the school year there are many special programs and assemblies which are shared by the total school family.

Guidance

At the junior high level, a cycle plan is in operation. Under this organization the pupils have more than one teacher, in addition to diversified shop experience for the boys and home economics for the girls. During this three-year period, specific guidance is given to help the individual pupils make a wise selection of a secondary school and course. The pupils evaluate their abilities, interests, and limitations and decide upon their further education in either a vocational school or a high school. To help them in this decision, visits are made to the different types of schools and to representative industries in the city. Representatives from community agencies interested in the visually handicapped talk with the pupils about the services they offer.

During the last part of the ninth year the consultant for the visually

handicapped requests complete eye examinations and psychological tests for each pupil. These records, with the total school record, are used in guiding the pupils during individual conferences. When a choice of a secondary course has been made, a conference is arranged with the counselor of the secondary school. As the case is discussed, plans are made for the use of any special materials, equipment or services. The pupil is placed in an academic group according to his ability. The school nurse is also made aware of the child's enrollment for the coming term. A bibliography of all available large print textbooks at the secondary level is provided for the use of teachers who will be working with the handicapped child.

Throughout their secondary schooling, when the special children attend classes with the normally sighted pupils, the consultant is in close touch with them. The pupils, teachers, school nurse and counselor are encouraged to call on the consultant for help as problems arise. On occasions, the consultant may be called upon to observe the student in the classroom situation in order to be better able to understand his problem. The counselors in our secondary schools have been most interested in helping these pupils and are grateful for the help of the consultant. Until this school year most of our pupils were enrolled in a vocational school with a special teacher, the present consultant, teaching all the academic work. Many of our pupils are successful graduates of the vocational school. It was decided to broaden the help being given by the use of a consultant.

When a pupil is preparing to leave school, either because of a personal or family problem, or upon graduation, the consultant contacts community agencies. At this time each pupil registers with the Pennsylvania State

Council for the Blind, the Philadelphia Association for the Blind, and the Pennsylvania State Employment Office. These agencies may be able to plan further training or to place the pupil in a position.

A constant follow-up program is attempted by the consultant on all former pupils who have been returned to regular grade, or who have dropped out of school, or who have been graduated. The information thus gained is being used to help us improve our present educational program. There are two former sight-saving class pupils in college.

Conclusion

While we feel that a rather comprehensive job is being done with these visually handicapped boys and girls, we realize that much more should be done to meet their needs. The great value of the consultant service now being given is recognized and plans are being made to extend this service to the children in the braille class as the need arises. Our pupils are now being accepted in the various types of secondary courses, with the assurance of the special help and guidance of the consultant. With these broader opportunities for education their chances of success in life should be greater.

Improvement of our program will come as we

1. Make wider use of optical aids, such as magnifying glasses.
2. Employ readers for our secondary pupils.
3. Establish broader contacts with industry and community agencies.
4. Extend our braille program.
5. Further integrate our pupils with those in regular grades.
6. Achieve better understanding of our program and pupils by their parents, teachers in the regular grades, and the community.

SYMBOLS OF BLINDNESS

LYLE THUME

BLINDNESS, AS ANY other phenomenon, can be associated with a number of stereotyped objects or behavioral traits. The meaning of such symbols may be particularly acute either to blind persons themselves, to those who are not blind, or to all. Their importance may be imagined, or it may be real. In the case of the symbols not based on fact, such as blindness and beggary or blindness and a universal musical talent, the resulting problems can be dealt with by broadened perspectives on the part of the blind themselves as well as the sighted, through public education. The intention is not to pass lightly over these, but rather to direct attention to another type of symbol for the purpose of this article.

The training program at a center, like the Southwest Rehabilitation Center, must be directly concerned with what possible symbolic importance various practices may have to individuals. The success of the training program will depend on the blind person's adjustment, and his emotional reaction to the symbols that stimulate and motivate him. Many things which a newly blinded person will learn to do, such as dialing a telephone, telling time, traveling independently, or applying cosmetics, will in their initial presentation arouse resentment or withdrawal. This reaction may result from a revival of all the feelings concerned with loss of potential and independence that

occur with and may be believed inevitably to accompany blindness. The awakening of such feelings, with the techniques that are presently available, appears to be unavoidable. Actually the occurrence of such resentment, if it is present, may be a necessary function of the reorientation process as regards the personality. But this is only one aspect of a complex adjustment process.

When the reactions of resistance or resentment which are stimulated by these symbols occur in the learning process, they are barriers. More rapid relearning can take place when these reactions can be kept to a minimum in so far as they affect the learning process. Here, they are not helpful and perhaps not necessary. This type of frustration as it interferes with the learning process may even impede an individual's adjustment. This happens because less real achievement takes place, or achievement takes place under less advantageous conditions, and finally the resulting lower level of attainment provides less chance for growth of renewed confidence. The individual, if he is to acquire any new independence and if relearning of the above mentioned skills is going to occur, must at least in terms of his adjustment process encounter these reminders of the person he once was and feels he is not now.

The attitudes of blind persons concerning the white cane may be one of the clearest illustrations of this symbolic meaning. The same conclusions might be suggested relating to such things as braille, handicrafts, woodwork, or dark glasses. The cane can be

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used merely to furnish the strongest example, in that it affords the advantage of being as singularly universal to all blind persons as anything that might be mentioned, and, in the manner of its use by blind persons as a feeler, of being restricted to them as a group. The real psychological reasons why a particular person uses or does not use a cane are probably not always expressed. They may be rationalized as relating to previous experiences: the limited degree of partial sight, the ability to be mobile without the cane, or, on the other hand, absolute need of it in order to take even a very few steps or to avoid stepping off curbs and such. The fact that various individuals state their feelings strongly, and that they often are unyielding in their preference whether positive or negative, would at least indicate that, as a symbol, the white cane assumes some heavy emotional weight; thus it embodies to many persons one of the basic problems related to the adjustment to blindness and represents an area of highly significant conflict, the conflict concerning the threat of dependence accompanying loss of sight and the degree of achieved independence in a new adjustment.

The reaction on the part of the blind person produced by the white cane may be one of accepting a means to achieve maximum potential independence, an irreconcilable acceptance of blindness and the accompanying helplessness and incompetence, or a confused ambivalence involving both of these reactions. If this independence is deep-seated, the first reaction might present no serious problems. The individual who is strongly motivated toward independence and finds an acceptable method of achieving it has then to take the final steps of learning and applying a specific technique. The reaction itself, however, cannot be taken as evidence of these characteristics. There can be a

pattern in which dominant dependency needs are denied, at least in the conscious state, and the cane or any other symbol or technique may be adopted by a person to assert the independence that is consciously desired but which is unconsciously feared. The cane or other symbol then becomes a focal point for a state of tranquilized dependence.

In the case of the more clearly dependent personality, the reaction to the cane could be some variation of the second reaction type discussed, that is, that blindness causes dependence. In this situation, the cane may be used by an individual, in an exaggerated sense, as a technique of demonstrating dependence. The cane then becomes only one more method of applying the mechanism. It merely adds weight and testimony to the fact of blindness and the accompanying helplessness. In such a situation, the person would probably do little more than carry the cane, which would possibly be of a heavy and unwieldy type. If an attempt were made to use it, its movements and tapping would probably be excessive. It should be remembered that these reactions are all matters of degree, and that they should not be confused with diagnostic tools of highly objective value, especially since some of these responses may result merely from lack of information and may occur in the very early stages of technique development. Any device or skill may also be rejected if it assumes a meaning which is contrary to the individual's idealized notions about self. A person whose thoughts and feelings are oriented along a dependent frame of reference will reject the cane or other symbol if it represents a degree of independence which seems unattainable or unwanted. One who is following an independent orientation or is reacting with excessive independence to a handicap will use the technique to achieve his ends in either instance.

The purpose of making such observations and stating such principles as these is not to intimate that classifications could or should be established by which we would label people in terms of their real or potential independence as correlated with the degree of their acceptance of a cane or other learned skill in dealing with problems extending from blindness. They are meant rather to suggest areas whose observation could provide significant information concerning an individual. This is the type of knowledge which is often overlooked or dismissed by labeling a person as "shy," "uncooperative," "newly blinded," as having graduated from a residential school, or numerous other categories which do not objectively describe human behavior or its consequences. Noting a person's responses in terms of the stimuli provided that are weighted by his predisposed set toward blindness should, of course, aid an instructor in approaching a particular subject in a more efficient manner. This should also help the subject in the particular skill that is being acquired. A broader advantage is also gained in that this knowledge of the degree to which perceived stimuli are weighted by the subject's blindness and the observation of the direction in which these weights seem to tend will better explain his more general responses to family, social, or occupational situations.

Finally, the precaution should continually be exercised of realizing that contact with different personalities will cause the same person to exhibit different traits. A much more standardized approach, therefore, is needed before such behavioral observations can provide their full potential value. We are also talking about a rather general pattern of over-all orientation of a personality. We are not affirming that every trait possessed by this individual is consistent with such a pattern. In fact inde-

pendence like such things as honesty, though it may function on a more critical level, is probably related to specific situations which the individual faces. For example, a particular blind person might hesitate to request needed help in crossing a busy street but might readily sponsor a campaign to influence a legislature to provide a pension system for all blind persons. Whatever knowledge that can be gained from considering each individual as a behavioral whole will probably have to be gained from operational methods. It will need to be a composite of many traits in a variety of situations which could be related to similar situations in which he might later be able to function. It should never be used to extrapolate his potential in situations which will be perceived by him in any other possible frame of reference.

The statement of the above limitations in using an observational method in making prognosis does not subtract from the other values of paying close attention to an individual's responses to such phenomena as have important symbolic value to him. Our purpose is to direct specific and calculated attention to such things. After considering natural aptitudes, interests, and general personality patterns, a comparison of feelings toward learning braille, dialing a telephone, using a cane, applying make-up, dating, making a link belt, or driving a nail, can be of greater value than is often realized in knowing how to approach a client with the purpose of his making a more complete adjustment to blindness. What appears to be needed most is a formalized acceptance of the importance of these symbols that may represent blindness to a particular person and, then, the use of his responses to such symbols as a compass to explore a possible over-all attitude toward blindness as it affects him in these emotionally weighted situations.

REPORTING BLINDNESS

ALBERT N. SHERBERG

THE STATE BOARD of Education of the Blind is obligated by statute to maintain a register of blind persons in Connecticut. Through the years, physicians and optometrists throughout the state have provided whole-hearted cooperation in reporting their blind patients. This has given us knowledge of many persons who should be added to the register and be informed of the numerous and substantial services and benefits which are available.

Effective July 1, 1955, such reporting was made compulsory by legislative action. The statute reads as follows:

"Sec. 1005d. Reports of blind persons by physicians and optometrists. Each physician and optometrist shall report in writing to the board of education of the blind within thirty days each blind person coming under his private or institutional care within this state. As used in this section, the term 'blind person' means any person whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses or whose visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than twenty degrees. The report of such blind persons shall include the name, address and degree of vision. Such reports shall not be open to public inspection."

This new law has been helpful, not so much from the viewpoint of compulsion, but on the basis that doctors have become more generally aware of the importance of reporting blind persons.

Based on the formula of 1.52 blind persons per thousand inhabitants of Connecticut in an estimated population of 2,233,000, the number of blind persons in the state is 3497. Until we have

the name of each one of these in our register, this Board has not completed its full obligation according to statute or in meeting the possible service needs of blind individuals. This is a matter of continuing concern and effort for us. We urge the complete reporting cooperation of doctors as a major source of our referrals.

In March 1957, the following letter was sent to eye doctors throughout the state:

"We have been asked by doctors, 'What happens after we send a compulsory report form on blindness to your office?'

"We think that you will be pleased with our procedure, which is designed to offer services without intrusion.

"First, we mail a form letter, a copy of which is enclosed herewith, to the newly-reported client. If the enclosed postal reply card is not returned, we then telephone to the home to inquire whether a visit is desired. We do this to protect the privacy and follow the desires of the reported client, who will receive a professional visit only if he requests it. Of course, most clients want a call as soon as possible in order to arrange for a Talking Book Machine, regular visits from a Home Teacher, real estate tax exemption, or other service.

"Your cooperation in prompt reporting will be helpful to your new blind patients."

The brief form letter which is sent to newly-reported clients reads as follows:

"As your state agency, we provide much information and many benefits for Connecticut residents with visual handicaps. Enclosed is a descriptive leaflet. Our representative would like to meet you soon to discuss your interest and to arrange for any of our services which may be advantageous to you.

"If for any reason you prefer that she *not* visit, please reply by the enclosed card. Otherwise she will notify you in advance, making a definite appointment for her call."

Mr. Sherberg is executive secretary of the Connecticut State Board of Education of the Blind.

Copies of a report form on blindness are available from the Board and will be mailed on request. One copy has been sent already to each eye doctor in the state. In addition to keeping a

comprehensive register, this Board desires to work with doctors in providing service for their blind clients. Suggestions for increasingly effective service and cooperation are always welcome.

SOCIAL CASEWORK AND VOCATIONAL ADJUSTMENT

JANE DEVEREAUX

ONE OF THE BASIC problems in integrating all the services which may be necessary if a handicapped person is to achieve his maximum adjustment is, of course, the development of a smooth-working relationship between a number of professional specialists. These specialists have different personalities, backgrounds, training, and experience. They may be employed in the same agency, or in different ones. Each of them works with the client as a total individual, yet sees him differently. To the client, each represents a potential source of help. To a colleague, each represents a professional viewpoint, as well as an individual with whom one can work easily, or only with some difficulty.

Social casework and the specifically vocational services—such as vocational guidance and counseling, work testing and work tryouts, and placement services—are particularly interdependent as the client looks toward his vocational future. This interdependence has created some confusion and uncertainty as more colleges and universities develop rehabilitation counselor training plans, encompassing more and more

professional content. It may on occasion cause delays in working out plans with certain clients in public rehabilitation agencies. Where the two services are integral parts of the same agency, the challenge to develop clear and productive working relationships is inescapable.

Caseworker Functions

In the Detroit League for the Handicapped, a voluntary social and vocational adjustment center for people with various physical disabilities, caseworkers are responsible for the intake process for all of the services offered in the agency: clinical audiology; speech and hearing therapy; recreation; and the vocational adjustment services for both homebound and ambulatory people, including exploratory training, a sheltered workshop, home work and placement services. They carry on casework treatment, helping people prepare themselves for using other services in the agency or in the community. They coordinate services within the agency so that the various parts of the rehabilitation plan come together to meet the needs of the individual and “make sense” for him.

The specific physical abilities and disabilities, as also the medical readiness of our clients to engage themselves in

Jane Devereaux is director of services of the Detroit League for the Handicapped.

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vocational planning, are assessed by medical specialists outside the agency. The caseworkers secure these medical reports, working with clients and medical specialists in relating physical factors to whatever plan the client may have for himself now or in the future. It is important for our caseworkers to know, not only the facts of the medical picture as they are presented by the medical specialists, but also the way in which the client interprets and uses these facts. How does he view his disability: as a nuisance, a punishment, an excuse for dependency, an escape from pressures against which he could not revolt otherwise? How does he think of himself now? Has the illness or injury altered his idea of himself? If so, how, and to what extent? Is it possible to get answers to these questions through a review of his history, or in a series of interviews, or must we wait until he comes into a demonstration situation before we can begin to learn these things about him?

Mental capacities and patterns represent another area of concern for the caseworker. How planfully is the client attacking his problem? What educational background does he have from which to build a vocational plan? Are any test results available which might be helpful in estimating his present capacity for problem solving in a vocational setting? Could such tests be obtained?

Caseworkers also explore social factors. What social factors are involved in the client's approach to his vocational problems? How much help or support can he expect from his family? Whose plan is it for him to seek help with his vocational problem now—his own, his family's, another agency's? Would social satisfactions of another sort (such as fuller participation in family or community activities) be as acceptable to him perhaps as a job? What are the

values he attaches to a job—money, status, or “just keeping busy?”

Enter the Vocational Specialist

The casework assignment in the intake process for a client seeking help in completing a vocational plan in our agency is twofold. It includes (a) preparing the client to use our vocational services effectively, and (b) helping the vocational services to accept him on an individual basis, adjusting a general program to fit his particular needs. The client needs to know just what is involved in evaluating and developing his vocational potentials, and to understand his role in any decisions which may be reached. The vocational specialists must know the potential strengths of the client-as-a-person which can be used vocationally, as well as possible sources of difficulty. Communication between caseworkers and vocational specialists must indeed be close, but it must also be selective.

When different specialists work with much of the same data, as do caseworkers and vocational personnel, there is sometimes a temptation for each to try to teach too much of the content of his specialty to the others. There is an ever-present danger of sharing so much material that the salient points of interchange are lost. It is true that the individual takes his total self into each experience, and that job performance is an expression of the total personality. However, the vocational specialist needs to concentrate on concrete things about the client's performance: What can he do—how many—how fast—how well—how poorly? These factors are assessed in relation to some established norms set up by other trainees, production demands, employers' standards. There are inherent demands also in all job situations: regular attendance, punctuality, consistent attention to work, good working relationships with co-workers

and supervisors. These factors constitute the working relationship between the client and the vocational specialist. If the client cannot meet these norms, he is not employable, whatever the individual reason for the failure as the caseworker may be able to understand and explain it. The caseworker and the vocational specialist come together around the question of whether the client can be helped to the point of being able to meet vocational norms: how and by whom such help can be given effectively.

Caseworkers are trained to accept, rather than to judge. Vocational specialists must judge. Casework values tend to be fixed only in relationship to the individual's own capacities, which are not the same necessarily in all areas of his life. The vocational area is specific, always competitive to a greater or lesser degree. The problem is for the caseworker to accept the validity of making a vocational judgment, to look for possible causes of failure in order to suggest ways of building up adequate performance instead of excusing failure and negating the vocational judgment. Vocational specialists have arrived at certain techniques which help to teach and/or condition people along lines helpful toward attaining the norms required for productive work. These include selected work assignments, certain kinds of supervisory attitudes, relative positioning with other trainees, as well as the counseling process. These appear to be most effective when poor work habits and inferior job performance are not manifestations of basic personality disturbances. When such vocational manifestations are reflections of widespread problems in other areas, the vocational setting alone is not too helpful, although it may have value along with other kinds of help.

Our caseworkers and vocational spe-

cialists work closely together when clients exhibit problems such as limited motivation, excessive tension, hostility, unrealistic aspirations, excessive dependency, and hypochondriacism. Each of these carries vocational manifestations making it impossible to consider job placement until the individual can change his work habits so as to meet the general demands of a job.

Needs of Clients At Different Stages

Vocational techniques appear to be most successful in working with people whose on-the-job problems stem from excessive tension or dependency, and to a lesser degree those who have an excessive concern for their physical selves. Supervisory support, a planned progression from simple tasks to more complex ones assuring a pattern of success, a matter-of-fact assumption that jobs can be done, acceptance from the rest of the working group—these appear to be sufficient for helping the individual to reach his maximum potential in the training situation. In our setting, most of the contribution of the caseworker has been made when these people have become able to take the decisive step of coming in to see what they can do. Once they were in, the casework encouragement and support which was necessary during the period of deciding whether to come could taper off in favor of the vocational services. The interest of the caseworker, occasional reinterpretation of vocational planning as needed, or concrete services in the area of medical care or budget adjustments seemed adequate for many people whose success at first seemed dubious.

People with problems described by the caseworkers as having limited motivation or unrealistic aspirations for work have many difficulties in meeting even the general demands of a job.

They have a high rate of absenteeism; their production on any job usually is far below their capacities; they show an indifference as to how performance in the center may be related to their job futures. The usual vocational tools—counseling, supervisory pressures, group reactions, challenging job assignments—have little effect. They act as if the whole vocational experience had little value to them, and as if they were trying to escape from—or be put out of—the whole vocational experience. Yet they had at least enough interest to come, and to stay on more or less their own terms unless asked to leave.

Problems in Placement

These cases have emphasized the need for a careful casework job at the point of intake, particularly for vocational services which include a placement agent. The values our culture places upon work lead many handicapped people to project upon their physical conditions or community prejudice their failures to secure and hold jobs. These problems they see to be immediately minimized through the connection with an agency in which a staff member is charged with the responsibility of finding work for them. They cannot participate constructively in vocational planning because they do not see their roles in vocational success or failure. The caseworker who has explored carefully the personal and social values of working with such a client and has helped him to define even a few of the standards he must meet in order to get work may be able to suggest some of the vocational tools which can be used in his adjustment program. Unless the caseworker knows such a client rather well, there is likely to be question about the adequacy of the vocational service, and a feeling that “they” should be able to help him. Vocational specialists who are not pre-

pared to receive such clients, on the other hand, may want the caseworker to “do something” to remove the emotional problems, and the client will be lost in program structure.

Our vocational specialists give each group of trainees entering the exploratory training or work conditioning program a general orientation session, reviewing with the group what the caseworker has covered with each individual concerning the general purposes of the program. The general demands of any job are emphasized. Basic in all presentations is the idea that here one is accepted for what he has, and that because of this no one is handicapped. People who are anxious, dependent, or worried about their physical well-being come quickly to see that this is so, as they succeed in task after task. Those who are hostile, those with bizarre behavior patterns and the ones who cannot accept responsibility in preparing to work stand out in these sessions.

The caseworker then has a major responsibility to work along with the vocational specialists if the service is to be more than a diagnostic one. Some of the values lie in the caseworker's role as impartial observer, one who is interested in the individual, but not able to intervene, as sometimes the client wishes. Using the raw material of the vocational situation, the specific instances which have carried friction, a matter-of-fact discussion of cause and effect as related to jobs may be helpful. Sometimes, of course, it is necessary to help the client extricate himself from a situation with which he is unable to cope, and to help him get more appropriate treatment.

It is sometimes necessary from the standpoint of the group to terminate vocational services to one who is so hostile as to be unable to obey supervisory orders or shop rules. Caseworkers have some difficulty in accepting the

necessity for termination or suspension, although in our agency stopping one service does not imply dropping all services. Readmission at a later date is always possible, when the situation or the client has changed to indicate that he would like to try again. However, there seems to be some measure of merit to the vocational viewpoint that cause and effect should be applied in the training or tryout situation, as it will be in the workaday world for which the client is preparing. As caseworkers and vocational specialists come closer together on the difficult cases, it should be easier to see that each specialty plays a part in helping the client, and that different techniques are appropriate so long as the client's well-being is the focus.

The coming together of casework and vocational services is the essence of current rehabilitation thinking, whatever the setting, regardless of how many other specialists may be involved. The respective roles must be clearly defined, of course, whether the services are

given in one agency or in separate agencies. Caseworkers tend to feel at a disadvantage in this matter of defining roles, since vocational services are tangible and of such great and demonstrable value to the client. Yet the role of helping the client to use tangible services productively is also vital and necessary if tangible services are to remain tangible. It is quite possible for caseworkers to help vocational specialists to become more effective in their jobs without any expectation that they will alter their techniques to become more nearly like caseworkers. They do this by referring to vocational services clients ready and able to invest themselves in vocational planning and by helping to keep clients in that state of mind through whatever skills they possess. In order to do this, of course, they must come to know something of the standards by which vocational specialists judge readiness and ability and they must in their own ways help the client to measure himself by these standards as this may become necessary.

INTEGRATION: FOR WHOM? HOW?

DORAL N. WEST

A REVIEW OF THE literature concerned with the blind published over the past several years clearly brings to attention a problem that has been discussed with varying degrees of intensity and diversity under a variety of titles. The problem may be stated broadly as that of the blind attaining a place in their environment which will allow each to exploit his adjustment potential. From the many articles and books concerned

with this basic problem, one is hard-pressed to draw many constructive conclusions. Two conclusions, however, are inevitable—that the blind do occupy an ambiguous place in society; and to reduce the ambiguity and further the welfare of the blind, certain changes must be brought about on the part of society.

How? After reviewing much material published over the past ten years, this writer is left with the feeling that recent articles concerned with the problems say little that has not been said

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repeatedly. They seem as "stereotyped" as they claim the attitudes of society to be. They are full of broad generalizations about the blind and society; and there are many discrepancies from writer to writer and not infrequently within the text of a writer. Solutions suggested are too frequently so general that they are relatively meaningless. In a recent article by Mr. Richard H. Evensen, the conclusion is that if the blind are to be integrated into society, the general public, the blind, and workers for the blind "... should cooperate to realize a better world for blind people. . . ." * No specific criticism is intentionally aimed at Mr. Evensen. He has said in a different way what has been said before, and few would question his proposed goal. The question is, what is a better world, and how is it created? If the problem is as serious as had been implied, it is time to stop making general, idealistic observations and recommendations and be more objectively concerned with the extremely complex problems. There has been more concern with the problem than with the complexities of the problem.

This paper is not presented as a defined point of view, or to criticize individuals. It is an expression of personal frustration and a plea for help. For the past five years, the writer has been interested in the psychological and social aspects of blindness and the blind—as a rehabilitation counselor for the blind, as a counseling psychologist, as a scientist interested in research, and as a member of society. The blind are no less concerned and frustrated by the ambiguity of their environment than this writer is as a result of trying to determine what part he should play in their environment.

* Evensen, Richard H. "Factors in Integration." *The New Outlook for the Blind*, March 1957, Vol. 51, No. 3, pp. 120-122.

In attempts to make such a determination, certain questions have come to mind. Perhaps they are relevant, perhaps not; but they seem to need answers based upon more than subjective opinion.

Are we attempting to solve the problems of the blind by utilizing as fully as possible the existing knowledge of sociology and psychology; or are we dealing with the problems too much on an idealistic, emotional, and opinionated level? The lack of controlled experimental research, especially in the areas of social perceptions and attitudes, partially answers the question. The next logical question then, is: shouldn't we seriously begin to initiate research to test some of the existing observations and suppositions and to suggest further hypotheses to be tested with the ultimate goal of obtaining objective solutions? The problems of the blind and society seem too rooted in the complexities of sociology and psychology to be solved without utilizing their theories and methods.

Who are the "blind" referred to so frequently? Using the legal definition as a basis, there were an estimated 320,000 blind persons in the United States as of July 1, 1954. About ten per cent were under twenty years of age, and about fifty per cent were over sixty-five.* Within this number were the totally blind, the multiple handicapped blind, and the legally blind partially sighted. How many of this number had to accept relief checks because of their inability to work due to age or other handicaps? How many who are totally blind are physically, mentally, and chronologically able to compete socially and economically? Are behavioral limitations and potentials the same for all of the legally blind? If not, should perceptions and attitudes toward all

* *The Blind*. New York: American Foundation for the Blind, 1955.

legally blind be the same? Should legislation for the blind apply equally to each of the 320,000 legally blind? Do those who write about the "blind" know what they say, mean what they say, and say what they mean?

Are the words "general public" and "society" likewise used too loosely? Communication by the use of these abstractions may well hide and ignore individual and group trends. Even speaking of a specific group such as workers for the blind leaves ample opportunity for misunderstanding. The blind worker and the sighted one may or may not be equally concerned.

What is the basic philosophy of work for the blind? Is it stated, or can it be stated, in such a manner that the fundamental methods and techniques emerge to give unifying direction to all those who care to study it seriously?

In summary, continuing to generalize about such abstractions as the "blind" and "society," and failure to utilize theories, methods, and techniques of the behavioral and social sciences could result in an insensitivity to the abilities, limitations, and needs of the individual legally blind person, and a vague and ill-defined philosophy of work for the blind.

A DEAF-BLIND MAN ON THE JOB AND AT HOME

Among the *New Outlook's* purposes is that of publishing, from time to time, material indicating in a practical way how blind persons perform their professional jobs and other routines. In a recent letter to Miss Annette Dinsmore at AFB, reprinted below, Richard Kinney, of the staff of the Hadley Correspondence School, provides a sparkling recital of his work at that school as well as of his daily activities, which is suggestive of the versatility and resourcefulness that stand in such good stead for a blind person. There is an even far greater impact in Mr. Kinney's achievements and his irrepressible zest in the knowledge that he functions with a double handicap of deafness as well as blindness. Mr. Kinney graduated *summa cum laude* from Mt. Union College in 1954, and was valedictorian of his class.

Miss Annette B. Dinsmore, Consultant
American Foundation for the Blind
New York, N. Y.

Dear Miss Dinsmore:

This quiet Good Friday afternoon seems a good time for a general review of how things are with me.

In the first place, my work with Hadley remains fascinating. Office hours are 9:00 A.M. to 5:00 P.M., Monday through Friday, and since my apartment is located only two blocks from the scene of operations, one of the other staff members can conveniently give me a lift both ways. My first half hour is usually devoted to a conference

with Betty Jordan, one of our braille instructors, who reads my inkprint mail to me and offers any other needed secretarial help. After that, I go to work on correspondence lessons in over a dozen courses, including English grammar and composition, literature, verse writing, and salesmanship. Working with students who live all over the world—Italy, Kenya, Red China—is an intriguing proposition, as you can imagine, especially when a student with latent ability suddenly begins to bloom. Teaching by mail in braille is of course something at which I'm at no disadvantage, but the contrary.

Besides teaching, I take part in a lot

of Hadley public relations work. I believe my tally shows around ninety-three talks last year, ranging from radio and TV interviews to full-length lectures. As you know, I have no one special guide-companion, but free-lance more or less with Mr. Nygaard, Mr. Hathaway, Mrs. Jordan, or a representative of the group to whom I am to speak. Naturally, Tellatouch is invaluable, since it enables anyone who knows touch typing to converse with me immediately at near expert-manualist speed. Though programs involve quite a bit of evening and week-end time, I find them a stimulating balance to desk work.

Turning now to the home front, apartment living is proving most congenial—too much so, perhaps, if we use your criterion of a well-fed appearance. My place, located just across the street from the new Hadley building now nearing completion, is on the third floor of a well-built apartment house. Restaurants, a hardware store, a grocery, and a barbershop are all near at hand, and an automatic elevator offers easy access to the penthouse (I call my eyrie that, since the third floor also happens to be the top floor). The apartment itself is large for one person and is looking ever more homelike.

You may be wondering how I meet specific problems, so I'll go down the line on a few. I cook by electricity, using such equipment as an automatic egg-cooker, a pop-up toaster, a casserole, a hotplate. As I've neither the time nor the taste for fancy cooking, I place a good deal of reliance on the great American canning and frozen-food industries. I take my own garbage to the can on the stairs, set boxes outside my door for the custodian to take away. I avail myself of the regular delivery service offered by the local laundry and dry cleaning establishment. The neighborhood grocer also delivers,

which is convenient for me. To reinforce my own housekeeping, a sanitary expediter comes in one morning a week for monetary fee. I'm blessed with a gem in Mrs. Carter. For calling the grocer, the drugstore, the cab stand or the office, I have a regular telephone. By pressing the earpiece into my palm, I can feel the busy signal beat like a pulse. If I don't feel it, I just assume the other fellow is there, all attention. By flicking down the button on which the receiver rests and letting it fly back up with a pop, he can produce one, two, or three clicks as signals for yes, no, and I don't know. Though I don't hear the clicks, they register by pulsation, felt rather than heard. And of course if this method shouldn't work, I can always ask the other person to ring me back, the vibration of the phone constituting an acknowledgment of my call.

I spoke of the taxi stand a moment ago, from which you'll correctly deduce that I go by taxi wherever I wish to go. With Tellatouch, I've even left here for the airport alone, had the driver call a porter, the porter take me to the passenger agent, the passenger agent to the plane, and so on at the other end. Of course, I do this only when necessary, but solo navigation is a good ace in the hole. One evening last September I went by taxi to the Loop, picked up a sighted pen pal whom I'd not previously met in person, dined with her at the Italian Village, went shopping in Chinatown, and returned home alone by taxi again. Expensive? Yes, but as Billy Rose once pointed out, money is a great equalizer.

Socially, the apartment is an asset. One friend drives ten miles to play chess here, another twenty to play cribbage. I often invite friends for lunch or supper, though I'm careful to avoid anything billed as "dinner." My parents have visited me for two week-

ends, my sister and brother-in-law for one.

And what about a doorbell with all this company? Well, "fanfare" has the problem nicely licked. So far as I know, "fanfare" is the one doorbell system by which a friend who wants to drop by and shoot the breeze actually does drop by and shoot the breeze. In other words, when he presses the door button, oscillating fans, one in each room, go into action, announcing his presence. In fact, fanfare has one pronounced advantage over an ordinary doorbell. Since the button must be held down for twenty to thirty seconds while the fans build up speed, friends know how to reach me, but bill collectors don't!

No discussion of social life would be complete without a further word about Hadley. All of our regular staff members know the manual, though several continue to find Tellatouch faster. Coffee break in the morning is always something to look forward to, as often is lunch hour. Though I do not have a special companion, I always know I have good friends ready and eager to lend a hand where needed.

Well, that covers me pretty thoroughly, I think. How about you? I'm hoping you'll have time to pay me a visit next July, when you'll no doubt be attending the A.A.W.B. convention here. Perhaps you could coach Betsie [guide dog] in advance on how to hold down the fanfare button while you and

I chat in the cooling zephyrs. As you may know, I'll be speaking on the World Council panel at the convention. About a seven-minute breeze, I understand.

In connection with communication methods, could you spare me another copy of your book on the subject? I lent mine to _____ years ago, I believe — or was it to _____? At any rate, I should find another most helpful. I am hoping to give Tellatouch a real plug at the convention, since I have found it serviceable to an amazing degree. I only wish Mr. Ritter could soundproof a model in the manner of a noiseless typewriter, so that I could use it for listening to classroom lectures, after-dinner speeches — or convention addresses!

TAG [*Touch and Go* magazine] grows better and better. You and Sam Chermak deserve a medal for this monthly break-through on the news front. I especially like the brief bits on items that don't get into *The Weekly News*, another of my favorite magazines.

Please give my best to _____, who told Mrs. Vetterick, of the Hadley staff, that she would like the latest news on my love life. As Mrs. V.'s description of _____ is wholly satisfactory, you might ask her if she'd like to be it!

While you investigate,

As ever,

Dick Kinney

Winnetka, Illinois



Editorially Speaking

THE AAIB POLICY STATEMENT

TO MAINTAIN CONSTANTLY improving service to young and old blind people entails self-searching and willingness to apply new wisdom whenever it is available.

The 1956 policy statement of the American Association of Instructors of the Blind was an attempt to examine the present status of the education of blind children and to guide their education in the future.

Although the twenty-six-page mimeographed policy statement was adopted in convention in June 1956, discussion of its content has been very limited within the AAIB itself either through its organ, the *International Journal for the Education of the Blind*, or otherwise, and in the general field of work for the blind including the pages of the *New Outlook*.

However, thoughtful educators in the field of special education, states the editor of *Exceptional Children*, April 1957 issue, have had their attention attracted to the policy statement. In the same issue of that magazine are published the independent observations on the policy statement of three persons. They are T. Ernest Newland, of the Institute for Research on Exceptional Children, University of Illinois; M. Robert Barnett, executive director of the American Foundation for the Blind; and William M. Cruikshank, who is director of education for exceptional children at Syracuse University. In general their observations agree and overlap with respect to their positive and negative reactions to the various features of the statement, which lends added weight to what they say.

In reading this policy statement one is conscious of an effort to outgrow the long-standing exclusively pro-residential school protagonism. Beliefs and aims in education in 1957 preclude the efficacy of the residential school for every blind child, and the policy statement contains verbalizations of this view while at the same time betraying incomplete acceptance of it. Today's educational tenets require support for the search for the best possible education that can be provided for a given blind child, taking into account all the factors about the child, the family, the educational facilities and the community that bear on the choice. It is quite unrealistic to think that the residential school will not be the answer for many if not most blind children.

Among the matters in the statement about which favorable reactions are expressed in the three published criticisms referred to are these:

Seriousness of purpose and good faith are evidenced in drawing up and adopting the policy statement.

Such an endeavor "is professionally healthy and potentially socially contributive." (Newland)

The value of basic research is recognized.

Desire of the Association to serve the professional interests of all systems of education of blind children is expressed.

Development of unity and solidarity in the profession are goals to be pursued.

Among the negative reactions expressed in the published observations are these which seems to us of most significance as we think of the purpose of the policy statement as being to pro-

vide the best possible education for blind children:

Much of the twenty-six pages of the statement consists not in matters of educational policy alone, but in methods and administration.

Much that bears on policy is missing—such as standards and quality of personnel, and the need for long-range planning.

The self-appointed role of the Association as the “voice of authority” is challengeable.

Some educational views in the statement are years out-dated.

A number of statements are contradictory.

There is evidence of insufficient discussion prior to adoption of the policy statement by the Association.

Generalizations are made which have little or no support in research.

There is no reference to responsibility for the multiple-handicapped child.

The impression is inescapable that the residential school setting is assumed by the policy statement as the *status quo*, precluding other approaches, i.e., there is a lack of universality of coverage of blind children.

In the main we cannot dispute the criticisms here reported. The AAIB has only recently assumed a democratic form of organization, and vestiges of the former and traditional approach are very apparent. A long-standing pattern of thinking is difficult to overcome, a fact that this policy statement betrays. The leadership and the great majority of the membership of the AAIB are identified with the residential school system of education. In fact as well as word membership in the Association should be urged upon people in all settings and loci where blind children are educated, as an earnest of the organization's avowed purpose. We know many present members who recognize the limitations in our day of the residential school as the sole frame of reference in education

and who are sincerely struggling to break out of that limiting orientation to embrace education in the broad terms of the needs of the individual blind child. We cannot but believe that many more have like convictions. As noted, the policy statement says so in places directly, and by inference; elsewhere are contradictory or compromising passages, and others on more or less extraneous subjects—the *other self* showing through, for at the moment, on some matters, the AAIB is ambivalent. A set of divided views of itself is not necessarily an evil, for differing views looking toward the same goal can have reasonable expectation of becoming synthesized, and they will so become in this case, we believe.

Mr. Barnett concludes his observations as published in *Exceptional Children* on this same note, as follows:

“ . . . I should like to state that the very long policy statement represents inclusion of a great many subjects some of which constitute overt policy but many of which are specific procedures and methodology. There is a definite need for the latter but perhaps the intensive development of them will require many work sessions, institutes, and seminars in which the deliberations of both administrators and teachers—general and special—can be focused on these factors so vital to the total education of blind children. It seems to me that the AAIB in its most recent conventions introduced and encouraged this kind of group deliberation. I hope sincerely that there will be an even stronger implementation of this in future years, an implementation that might well result in a revision of this statement which clearly would separate associational affairs from professional opinion—and both categories reflecting the fullest possible assimilation of the views of the entire membership.”

—H. M. L.

Hindsight

By M. Robert Barnett

A YOUNG MAN'S FANCY

WHEN THIS COLUMN was first started some months ago, we may have had at least an idea of what its general nature was to be. Whatever those original intentions were, they have been literally routed by the responses of "Hindsight's" rapidly growing following: our mail has multiplied over and above the unkind and unprintable letters from my close friends.

Anyway, we did not intend to get into certain areas, such as advice to the love-lorn or marriage counseling. We would have doubted our competency. Somebody else, though, seems to think that it's to be included, so here goes into a new and untried function for "Hindsight."

A letter received a few days ago from a man in a New England state reads like this: "Dear Sir: It is my intention and desire to arrange to meet and eventually marry a blind girl. Would you be so kind as to send me suggestions as to how I might go about carrying out my plan."

We answered the man privately, giving him some pretty darned good suggestions, if I do say so myself. Publicly, there is really only one effective way we can help him. If anyone knows a blind girl who might be looking for a husband, which probably will be difficult to determine, tell her to write to me and I will send her application to the New England gentleman. I'm sorry, but I positively refuse to give out the name of the man, and will protect equally the names of all girl applicants who do not otherwise insist that their names be pub-

lished. By the way, the writer of the letter gave no information about himself or his financial status.

HAIL COLUMBIA

I suppose we shouldn't chide those whose agency activities cause curious or unfavorable news treatment about the blind they are helping, for 'tis true that we cannot always control the press. Very seldom, in fact. But for what it is worth, we are passing on to you the gist of a radio news report that was describing a New York agency's planned tour of Washington by a group of blind persons.

It was to have been expected that the agency would arrange for its group to "feel" the interesting items in the various galleries and museums. It was to be expected that the press would think such a thing worthy of human interest comment. But what got me was the line which said, "After the tour, the blind of New York were entertained at a reception by the blind of the District of Columbia." I suppose I am vexed by not having gotten an invitation.

NOW, MISS GRIFFIS

Miss Gretta Griffis of Maine just wrote me a letter that proves several things. First, that Miss Griffis reads "Hindsight," even if a bit late. She reacted to the column on home teaching in the December issue. Second, she's got her professional blood boiling over what she believes was an unkind treatment of the group known as home teachers. She let us have it, but good. Third, it proves that there really are some folks

around who will get into a controversy with constructive thinking, which her letter contains. Fourth, it does not prove that I am trying to do away with home teachers. I am personally one of their staunchest friends. Here is Miss Griffis' letter:

Dear Mr. Barnett:

Perhaps you are not the proper person to whom these comments should be directed, but since your name was at the top of the article in the *Outlook* to which I am going to refer, I am addressing them to you for whatever they are worth.

As usual, I am very much behind in reading the *Outlook*, and about two weeks ago I read the "Hindsight" column in the December issue. I must confess to being a bit surprised at seeing that coming from you, even though you quoted another staff member.

May I say at the outset that I am in home teaching by virtue of an accident, an unfortunate combination of circumstances. I would much prefer being in the field of social case work, and I still have hopes. What follows is not motivated by my feeling threatened—whenever home teachers raise their voices, someone always says it is because they are being threatened.

While, as I said before, I prefer social case work, I do believe completely in the place of home teaching in work with the blind or with any other seriously handicapping physical condition. I can see the place of a social worker in the adjustment team; I see the place of group instruction; but, I also see the need of someone to work on an individual basis. The loss of any major physical function is a serious business and does mean the individual must do much readjusting. I believe many times the person needs help of the kind a home teacher can give to reach the place where he can use the group experience. I wonder how many case histories the author of the ideas presented in the article had read from agencies for the blind and how many cases that person has handled. I should like nothing better than to talk with one who believes there is no place for home teaching, provided that person has an open mind. There are those who, for a number of reasons, are not able to participate in group instruction, yet who can be helped by assistance from the home teacher.

It has been my experience that valuable as the adjustment centers are, they do not

do a complete job. After the individual returns home, there are still many areas in which a home teacher can contribute to the individual adjustment. I know, because I have worked with clients from three very good adjustment centers. This is no fault of the adjustment center, nor of the client. A great body of knowledge cannot be gained, nor can complete personal and emotional reorientation be accomplished in a period of a few weeks or a few months. It may be true in a few cases that the adjustment process can be accomplished in a brief period, but, in general, it takes time for the jelling process and the tying together of loose ends, and here the home teacher can give a valuable service.

Also, there are the very large group of aging people who need the home teacher and for whom the home teacher can do so very much.

Now, this business of saying home teaching is a vocation and not a profession: well, no one is more conscious of the need for definition of function than the home teachers themselves. Yes, and so are social workers mindful of the need for definition of function. The National Association of Social Workers has a hard-working committee dealing with the business of defining function, and they are a profession.

There are differences in requirements for qualifications for home teachers. I agree this is all too true. There are differences in qualifications required for social workers from agency to agency, too. Maybe not so great, but there are differences. The range of qualifications for social workers is from high school graduate to the Ph.D. level.

The one point of this article with which I would agree is the one which indicates that there should be a definite body of knowledge unique to home teaching. I think, however, such could easily be developed.

In all of this there are things which should be done. I worked on a committee a year ago made up of home teachers in which we pooled our thinking about what might be done to improve the profession or vocation, or what have you, of home teaching. I honestly feel the Foundation could be more helpful if, instead of putting into a report to a state agency material which would discourage the use of home teaching, it would bend its resources toward first finding the facts and then speaking on the subject. Then, there would be a sound basis for putting such material into a report.

I believe I am correct in saying that Section C of AAWB has passed a resolution to the effect that the Foundation make a study of home teaching. I cannot speak with authority about the other conferences of home teachers, but I can for the Eastern Conference, and such a resolution was passed at our conference meeting in Boston last fall.

May I be so bold as to suggest some steps which might be taken? In a community such as the District of Columbia where there has been little or no home teaching service for the past two and a half years and none is in immediate prospect, a survey might be made to see what needs of blind people are being met and what are not. I believe this survey should not be made on the basis of agency records or any other secondary means, but through sampling of blind people. One might also make a comparable study in a city where there have been good home teaching services—Chicago, New York City.

I am definitely of the opinion that the background of home teaching is not an either-or situation, but a both-and. I do not see social work and education in home teaching as a dichotomy, and for this reason I see the building of a body of home teaching skills as a relatively simple matter, including skills and knowledge from both disciplines. I feel very strongly that agencies should employ home teaching supervisors who have had experience in the field. What has the Foundation done to encourage such practice?

I feel the home teaching function is an integral part of the rehabilitation team. It seems to me the Federal Office of Vocational Rehabilitation has overlooked something in leaving home teaching out of the picture. I was interested in reading an article dealing with the provisions of the amendments to the social security law as passed by the last Congress in the last issue of the *Social Work Journal*. This article pointed to the stress the law put on helping those on aid to the totally and permanently disabled and aid to the blind in terms of service, helping them to reach the point of maximum use of capacities in terms of functioning in the simple activities of daily living. Who can do this more than the home teacher?

In closing I do want to say something more positive in nature. The column, "Editorially Speaking," in the same issue of the *Outlook* was particularly fine, although the stress on the friendly aspects of home teaching seemed a little strong. I was also pleased

to read the article by Raymond Dickinson. He did a very fine balanced job of presenting the problem, as did Father Carroll in his article in the same issue. I quite agree with the statement made in one of these last articles that any service that has stood the test of time, as home teaching, must have much which is worthwhile in it. I am certainly all for change and progress, but let us progress by strengthening and improving, not by discarding without great caution.

As I write, another thought which I failed to include before, comes to mind. There is an interesting comparison of costs in the following: It costs \$1500 to send people to St. Paul's Rehabilitation Center. I can assure those interested that for four of those being sent to St. Paul's, the whole home teaching program of this state could be financed for one year. I have nothing against St. Paul's, but the home teacher is serving many times four.

Another thought. Those whom I have known who have attacked home teaching have been people with sight or no physical handicap who are newcomers in the field. I often would like to suggest that a little humility would be in order.

Another thought. I should like to see the Foundation do its utmost to help raise the "stock" of home teaching. I must confess, due to many experiences, I have often been apologetic for being a home teacher. Last fall, as I listened to Mrs. Wright, Mr. Kohn, Dr. Mac Farland talk at the convention of the Eastern Conference of Home Teachers, I felt for the first time I could be proud I was a home teacher. While judging others by oneself is a little dangerous, I wonder whether, if the professional stature of home teachers were raised to that of case workers, rehabilitation counselor, etc. there might not be a healthier psychological basis for producing good home teachers.

I am sorry this has been so long, but there is so much to be said on the subject. I feel that the Foundation has a very real opportunity to come forward and show itself the real friend of the blind and of a group helping in their rehabilitation.

Very truly yours,
Gretta Griffis

P. S. As I have reread this letter many of the statements seem sketchy and in need of amplification. However, to

accomplish this would make the letter much too lengthy, so you must believe me when I say there are many ideas behind each statement.

FORUM OR AG'IN 'IM

Those who follow us closely will recall the question from the Missouri man about why organizations raise money in view of the public assistance program.

That and other "Hindsight" items about the same time attracted a nice little flurry of attention. We have selected two letters for publication here. The writers' own comments are quite adequate without further word from me.

Mr. M. Robert Barnett:

In the March issue of the *New Outlook*, you printed a letter from a man in Missouri who could see no rhyme or reason in donating to an agency for the blind. His reason was that his state and every other state gives money to the blind person as well as "the oldsters" who are totally disabled. Answers were requested and here is mine

The writer from Missouri mentions state sources of financial aid to able-bodied blind persons, and wonders why donations are also requested.

He seems to feel that donations to an agency for the blind will be just re-distributed in the form of welfare checks. The word rehabilitation is apparently unknown to him, as well as the fact that a dollar spent in making a blind person self-sufficient is repaid a thousand-fold to the community. That writer sees a donation to an agency as the indirect equivalent of dropping coins into a blind beggar's cup. He fails to see that every blind person rehabilitated is a person who can contribute rather than take from his community.

Thank you,

Robert E. Meyer
New York City

Dear Mr. Barnett:

Having just gotten around to reading your editorials, "Hindsight," and Mr. Evensen's article, I feel like expressing some odd thoughts on matters covered therein.

In treating with the obligations of blind folks themselves concerning the goals of integration, Mr. Evensen stresses the need for self-control in the tendency to rebuff proffered help. This is a laudable aim—I am one of the worst offenders in this respect, and humbly confess to ignoring the human as well as humane tendencies which urge most sighted people to help blind persons whom they encounter. However, let us not pass from this item without sinking a good long goad into those blind persons who go to the other extreme—the figurative, if not literal, tin-cuppers. During the war, I was most fortunate in being one of a group of forty blind and partially blind persons in the receiving inspection department of a defense plant. This group was a vivid cross-section of the blind of this area. Despite a nearly overwhelming sudden access of prosperity, there were at least six of the group who maintained a determined front of mendicancy. Oh, no—they never had gone in for tin cups, but much of their mental approach was based on inspiring pity. Those people counted that day lost which elicited no expressions of mawkish sentiment from casual passers-by on the street. One, an Overbrook graduate who had been greatly favored in setting up in an approach to a most learned profession, had had donated a matched pair of plastic artificial eyes, yet preferred to appear with empty sockets and no dark glasses. Taxed with this, he would say that appearance "got him more." Another malingered when pay scale rises brought an end to eligibility for the state pension. I feel that it is these attitudes which have a bigger impact on the general public than does the striving toward self-reliance, self-confidence, and self-respect which characterizes right-thinking handicapped persons. When an unhandicapped person has known mostly the type of blind people who will not do a hand's turn if they can lean on someone else for it, he is quite likely to regard as bumptious and arrogant the blind person who wishes to strengthen himself by fending for himself.

Probably I am too late to qualify as letter-answerer Number One, but here goes:

Dear Missourian,

Thank you for your comments on blind pension recipients. Your views should give us all a jolt. However, it is only fair to point out that, with few exceptions, the well-known organizations receiving donations to

finance work for the blind have, as one of their prime objectives, getting blind people off the dole and into adequate gainful employment.

Respectfully yours,

In closing, Mr. Barnett, may I stress the keen enjoyment I derive from those features in the *New Outlook* which bring out the personal views of busy people who just happen to be sightless.

Sincerely yours,
Francis Hussey

Opportunities for Training Under OVR Program

OPPORTUNITIES FOR graduate level preparation in professional service to the blind are being made available by the Industrial Home for the Blind in Brooklyn, New York, with the cooperation of the Office of Vocational Rehabilitation. The program of preparation, lasting twenty or forty weeks, depending upon the needs of the individual student, accepts a limited number of students each fall and spring for preparation as psychologists, vocational counselors, vocational placement specialists, foot travel instructors, vocational instructors, supervisors of sheltered workshops, vending stand supervisors, home teachers, administrators of vocational programs, and workers with the deaf-blind.

Focused on supervised field experience, the program provides students with a basic orientation to the problems of blindness and the functions of agencies for the blind. In addition, students take course work in the psychological aspects of blindness, introduction to social case work, introduction to counseling, and eye conditions, as well as attending a series of lectures by specialists in the field. Each student receives a careful evaluation upon which vocational planning is based.

All students in the program take

graduate level courses at colleges and universities in the New York area, studying rehabilitation counseling or social case work.

A limited number of applicants are admitted to the advanced program which offers an internship experience and which enables them to make substantial progress toward a master's degree. All the facilities of the Industrial Home for the Blind, including workshops, counseling services, educational programs, optical aids services, services for the deaf-blind, day center and residence programs for the aging blind, programs for the deaf-blind, social casework, library facilities, vocational evaluation and prevocational center, and others are available to students. Students admitted to the program attend without tuition fees and may receive a stipend of fifty dollars per week for the duration of the program.

Further information and application blanks may be obtained from Dr. Herbert Rusalem, Director, Professional Training Department, Industrial Home for the Blind, 57 Willoughby Street, Brooklyn 1, New York. Entrance requirements include a bachelor's degree, a high degree of professional promise, and outstanding personal and professional competency.

Book Reviews

First Lady of the Seeing Eye, by Morris Frank and Blake Clark. New York: Henry Holt, 1957. 156p. \$3. Reviewed by Evelyn S. Ritter.*

FOR SEVERAL REASONS, this book should be "required" reading for every person in any way concerned with blindness. Most compelling is that here is the immediate story of a movement revolutionary in its impact on the history and philosophy of the blind through the past thirty years, and certain to continue to affect both blind people and those who come in contact with blind people, whether they wish it so or not. For those who care little about the historic import of *The Seeing Eye* here is the story, told rather indirectly, of a man and his handicap and his dream, whose courage and humor and patience and perseverance made that dream into a reality, not only for himself but for thousands of others who could follow that sure but not always smooth path he opened.

But not the least reason for reading this slender book is that it is plain enjoyable fun. People who have had little knowledge or contact with blindness laughed and cried and had their emotions run the gamut as is afforded in any good book. A share of the credit for this last certainly goes to the co-author, Blake Clark, a life-long friend of Morris Frank's.

Because the impact and import of a new philosophy on a people and those to come can never be fully realized until time has built perspective, perhaps another thirty years will be needed before the full effects of *The Seeing Eye*

can honestly be assigned their rightful place in history. Today both blind and sighted people find it difficult to understand why there should ever have been a "battle of braille." And just as braille has changed the philosophy of and about blindness, so has and will the fact that there is *The Seeing Eye*, though it may be necessary to re-read *First Lady of the Seeing Eye* ten years from now to understand how and why. Yet there is so much to be gained now from this book if one can but see it and put it into practice—not only for blind people but for all handicapped persons as well.

Just as the heroine, Buddy the First, is truly magnificent, so is the hero. It is true that without Buddy and all the others who helped, Morris Frank could not have sweated and laughed and cussed his dream into a reality; still, without Morris Frank there would have been no *Seeing Eye*. Blake Clark has been able to bring out the full prism of Morris Frank, the Morris Frank many did not get to know or understand in brief encounters. I feel that even many *Seeing Eye* graduates will find pleasure in meeting here the whole man. At the farewell party for Morris on his formal retirement from the staff of *The Seeing Eye* in April one graduate put forth the shocking question, "What if Morris had failed?" To the good dog-user, this is tantamount to saying "What if Edison had failed?" This book explains why Morris could not have failed.

Those who do not know or understand how a *Seeing Eye* dog works, and they are legion, will find the explanations and anecdotes informative. There are anecdotes also which should assist in understanding how a guide dog helps the blinded individual keep or change

* Mrs. Ritter was formerly a home teacher of the blind in Maine. She now owns her third *Seeing Eye* dog.

his personality. Dog lovers (sighted as well as blind) will have a field day.

"What if Morris had failed?" What if he had never started? Suppose, in the days of his uncertainty, he had appealed to the head of a national agency who later said "Mr. Frank, I personally feel that it's bad enough to be blind without being tied to a dog." Instead, he appealed to Dr. Edward E. Allen, then director of the Perkins School for the

Blind, who wrote: "You have a long life ahead of you. You have always rebelled against being dependent upon other people. Perhaps this will solve your problem—and not only yours but, if your plan goes through, that of thousands more just like you. You are young, boy. Take a chance, not only for yourself but for others."

For the book and for the life, well done, Buddy. Well done, Morris.

AFB Announces Staff Expansion

CONTINUING STEPS TOWARD the expansion of the personnel strength of the American Foundation for the Blind were taken during the past few weeks, according to an announcement by M. Robert Barnett, Executive Director, who indicated that additional staff appointments probably will be announced from time to time during the coming year.

As a result of increasing demand for many types of assistance from the field the Foundation undertook during the past year to re-evaluate its entire program, Mr. Barnett stated. An intensive study resulted in the elimination of certain minor phases of the Foundation's activities, but more importantly, in decisions to aggressively expand provisions for research and field consultation. The AFB intends to develop a thorough national system for data collecting in cooperation with all other pertinent organizations as an improvement in the fundamental function of knowledge about blindness. It also intends to make available general field workers in addition to several categories of specialists to assist local agencies and schools more abundantly and more effectively, the director said.

Complete details will not be pub-

lished until after the organization's staff and executive committee of the Board of Trustees have completed current budget planning, but two additions to the headquarters staff already have been announced.

Executive Assistant

Mr. Winfield S. Rumsey has joined the Foundation staff as executive assistant, in the office of the executive director. His appointment became effective June 3.

Mr. Rumsey was formerly rehabilitation specialist in the division of Services to the Blind, Office of Vocational Rehabilitation, U. S. Department of Health, Education and Welfare. Prior to that he was director of vocational services at the Industrial Home for the Blind, Brooklyn, New York, where he had been a staff member since 1951.

An active member of the American Association of Workers for the Blind, Mr. Rumsey is chairman of its Standing Committee on Rehabilitation Centers, and is secretary of its Group B, which consists of rehabilitation specialists, placement agents and field officers for the blind.

Mr. Rumsey received his bachelor's and master's degrees from New York University.

Referral Service

Miss Anne Fonaroff, recently appointed supervisor of the new Information and Referral Service of the Foundation, assumed her new post May 6. This service will be located in the Division of Community Relations, of which Alexander F. Handel is director. Miss Fonaroff will receive and process inquiries and requests for information and assistance connected with blindness and services to blind individuals.

Prior to her appointment Miss Fon-

aroff served for two and a half years in the national office of the Girl Scouts of the U.S.A. as advisor on recruitment and referral of professional staff in the personnel department. Previously she had done community relations work in the Migration Department of the United Service for New Americans, served as liaison officer with the Veterans Administration, and was a field representative for the War Shipping Administration. She received her M. S. degree in social science from the New York School of Social Work, Columbia University, and an A. B. degree in English and Sociology from Goucher College in her native Baltimore, Maryland.

News Briefs

☆ At the second biennial Careers Conference, held last winter at the Illinois Braille and Sight Saving School, eight careers were discussed in detail by practitioners in each field. Students and parents participated in discussions of the requirements and employment possibilities in public school teaching, darkroom work, the ministry, homemaking, social work, factory work, college life and entertainment.

General sessions were addressed by speakers on the subjects of employment and job success in general, employment problems as directly related to visually handicapped workers, and the role of parents in the vocational success of visually handicapped children.

A committee evaluating the program afterward agreed to continue the conference on a biennial basis; to invite the parents of all of the high school students to future conferences; to include students in the junior high and high schools; to employ successful visually handicapped workers as leaders of the

group discussions; to coordinate the conference with the program of individual vocational counseling by the Division of Vocational Rehabilitation; and to distribute written summaries of the conference to those who are vitally concerned with the program.

The school includes this program in its schedule as one part of its broad program for development of potential vocational success in its students.

☆ The retirement April 30 of Donald Gillis Patterson, Chief of the Division for the Blind, Library of Congress, ended a thirty-five-year career of public service.

Mr. Patterson joined the Library staff in October, 1921, when he was appointed as an attendant in the reading room division. It was during these early years that he studied law, took an LL.B. degree at George Washington University, and was admitted to the District of Columbia Bar. He quickly moved through a succession of posts leading

to supervisory positions in the reading rooms and the reference and bibliography division, and became chief of the division for the blind in 1951.

As a member of the American Association of Workers for the Blind, Mr. Patterson was chairman of Group H (librarians and publishers for the blind) from 1953 to 1955, when he was elected to the Board of Directors.

☆ An important forward step in the health field in the U. S. has been initiated with the interviewing beginning May 6 of selected families for the Public Health Service and for the Bureau of the Census. The survey is to be continuous, and each month 3,000 households will be interviewed, the samplings to be taken in selected areas.

The questions asked by the interviewers will involve disability, illness in the family, accidents and injuries, hospitalization, and medical and dental care. This is the first time in twenty years that an effort has been made to collect these facts on a comprehensive basis. The information will provide statistics on the number, age, sex, and other personal characteristics of people suffering from various diseases, injuries, or handicapping conditions; the length of time that these persons have been prevented from carrying on their usual occupation or activities; and the volume of medical and dental care received.

The survey is undertaken under legislation enacted by the last Congress, authorizing the Surgeon General of the Public Health Service to determine the extent of illness and disability.

☆ The Southern Regional Education Board, under whose joint auspices with Peabody College and the American Foundation for the Blind a new pro-

gram has been launched in the education of teachers of blind children, announces the resignation of its director, Dr. John E. Ivey, Jr. Dr. Ivey has accepted the position of Executive Vice President of New York University. Dr. Ivey's successor as director of SREB, a post which he had held since 1949, has not been announced.

☆ Current best-selling books are being made available to blind persons in tape-recorded form by Best Selling Books for the Blind, Inc., a non-profit membership corporation in Maryland.

The books, chosen from the best-seller lists in the *New York Times*, are selected after consultation with the Library of Congress, in order to avoid duplication of talking books. They are not available to the general blind public in any other recorded form. Distribution of the books is on a rental basis, with a charge slightly higher than the list price of the book for two weeks' use of the tapes.

There is no censorship or condensation of the texts, and the only editing is in the form of occasional interpolations at such times as illustrations should be described for the benefit of the blind reader.

Currently available books are *Peyton Place*, by Grace Metalious; *Compulsion*, by Meyer Levin; *The Organization Man*, by William H. Whyte, Jr.; *The Last Parallel*, by Martin Russ; and *The Last Angry Man*, by Gerald Green.

A new book will be released by the corporation every two weeks.

Full details and applications for membership may be obtained from Best Selling Books for the Blind, Inc., Phoenix, Maryland. Inquiries are welcomed from all interested persons, whether present owners of tape recorders or not.

Peter J. Salmon Completes 40 Years at IHB

THE FRIENDS and associates of Peter J. Salmon, the executive director of the Industrial Home for the Blind, Brooklyn, N. Y., on June 3 will commemorate with him the fortieth anniversary of his service to IHB.

Mr. Salmon is well known to *New Outlook* readers as an outstandingly popular and successful administrator of programs, and as a champion of blind people. He is to be the guest of honor at a testimonial dinner at the Waldorf-Astoria Hotel. Miss Mary Switzer, Director, Office of Vocational Rehabilitation, will be the principal speaker, and there will be other expressions of the esteem in which Peter Salmon is held by blind people and by his fellow workers. These will include a proclamation of Peter J.

Salmon Day in Brooklyn by Borough President John Cashmore, and a resolution by the New York State Commission for the Blind expressing respect and admiration for Mr. Salmon. On the same day there will also be a dedication to him of a new Long Island rehabilitation center for the blind.

Mr. Salmon completed his schooling at Perkins Institution and Massachusetts School for the Blind, including two years of postgraduate specialization in teaching the deaf-blind, in 1916. He then joined the staff of the New York Association for the Blind, and then, on June 3, 1917, became business manager of the IHB. Subsequently he became a member and secretary of the board of trustees of that agency, resigning in 1945



Peter Salmon, left, executive director, surrounded by volunteer workers and clients, in the midst of one of the myriad activities at the Brooklyn Industrial Home for the Blind.

to assume the executive directorship. Under his administration the IHB became in every sense of the word a pioneering organization in service to the blind and deaf-blind.

Mr. Salmon is and has been a valued

advisor and administrator on numerous local, state, national and international bodies engaged in service to the blind. Upon him have been bestowed all the special honors that his associates in work for the blind can confer.

Current Literature

☆ "A Light In Darkness" by M. Gwyneth Wallis. *United Nations Review*, March 1957. In 1952 the author was asked by the United Nations Technical Assistance Administration to go to the Demonstration Centre for the Blind in Cairo, Egypt, to train home teachers for the blind and help to establish a pilot home teaching service. The first home teaching office was opened in 1953. The story deals with the special problems met with in the further development of the service.

☆ "Pushing Back the Industrial Horizon of the Blind" by Harold W. Bredin. *Machinery*, April 1957. Describes a "program for teaching sightless men to operate machine tools, also serves as a proving ground for developing practical techniques aimed at bettering their service to industry." The information from this article is mostly derived from the Industrial Home for the Blind in Brooklyn, New York.

☆ "The Program of Braille Research" by Virgil E. Zickel and Marjorie S. Hooper. *International Journal for the Education of the Blind*, May 1957. Reports mainly on the following projects: *Project A—The Study of Dot Specifications*; *Project B—The Construction of a Pilot Model Automatic Embossing Machine*; *Project D—Study of Braille Printing Paper Characteristics*; *Project E—Study of Binding Materials*; and *Project F — Parallel Explorations into Other*

Ideas. "The above progress report of the Library of Congress Braille Research is presented so that braille readers and interested workers for the blind may know what is being done in the way of trying to improve the medium of braille production."

☆ *Cuter Tooter* by Stetson Clark. New York: Lothrop, Lee & Shepard Company, Inc., 1957. The author of this book is a blind man who has used memories of things heard in his childhood to tell the story. It is about a young boy who went with his father to bring back a herd of horses for Teddy Roosevelt's Rough Riders in 1898. Cuter Tooter is a donkey who became everybody's pet.

☆ *Follow My Leader* by James B. Garfield. New York, The Viking Press, 1957. The hero of this book is an eleven-year-old boy who was blinded in an accident. The title refers to his guide dog and the story deals with other phases of his education and rehabilitation. The author has himself overcome the handicap of being without sight.

☆ "Blind Sam Langford" by Gerald Kersh. *Esquire*, August 1956. Followers of the sport of boxing in the early years of this century remember the name of Sam Langford. He was especially known for having fought successfully the famous Jack Johnson. His future in the ring, however, was cut short by injuries which finally brought about blindness.

Appointments

☆ Robert S. Bray, formerly chief of the Technical Information Division of the Library of Congress, has been appointed chief of the Division for the Blind. Mr. Bray succeeds Donald G. Patterson, who has retired.

Born in Cincinnati, Ohio, in 1915, Mr. Bray received his B.S. degree from the George Washington University in 1941 and has taken graduate work in library science at the Catholic University of America. He came to the Library of Congress in 1940, and was commissioned in the U. S. Navy in 1944; on his return in 1946, he was appointed head of the Exchange Section of the Exchange and Gift Division. From 1948 to 1950 he served as assistant chief of the Card Division, except for leaves of absence to participate in the Physics Abstracting Survey of the American Institute of Physics and to serve as a branch chief in another agency. In 1950 he was appointed assistant chief of the Library's Navy Research Section, which later became part of a newly formed Technical Information Division; in March 1956, he became chief of that division. Mr. Bray has contributed

articles to technical journals and is active in the American Documentation Institute, the American Library Association, and the Special Libraries Association, especially in furthering activities to improve bibliographic facilities for servicing scientific and technological material in this country.

☆ Kenneth E. Bratt was appointed by Governor Harold W. Handley of Indiana as director of that state's Board of Industrial Aid and Vocational Rehabilitation for the Blind, assuming his new responsibilities on April 1. Mr. Bratt had been chief of rehabilitation services of the same agency. A graduate of the Indiana School for the Blind, he earned his M.A. degree at Peabody College in Nashville, Tennessee. He taught for a time at Avon, Connecticut, the center for blind veterans, in public schools in Missouri and in the state schools for the blind in Indiana and Tennessee. He is married and has two small children.

Mr. Bratt succeeds the late W. Howard Patrem as head of the Indiana agency.

Necrology

W. HOWARD PATREM, director of the Board of Industrial Aid and Vocational Rehabilitation for the Blind in Indiana, died in his sleep on February 5, 1957, at the age of forty-four. He had been in the hospital for a short stay, and had returned home. His death was attributed to a coronary occlusion.

Mr. Patrem had been director of the Indiana agency since May 1950. He was deeply concerned for advancement in the field of work for the blind, being active in the AAWB and in the National Council of State Agencies, of which he had served as president. His wife survives.

CALENDAR OF MEETINGS

JUNE 24-26—Conference on Aging. University of Michigan, Ann Arbor, Michigan.

JUNE 24-JULY 12—Workshop on the Blind Preschool Child, University of California, Los Angeles. Sponsored jointly by University of California and California School for the Blind.

JULY 1-AUGUST 9—Program for Educators of Children with Impaired Vision. Syracuse University, School of Education, Syracuse, New York. Sponsored jointly by Syracuse University, the American Foundation for the Blind and the National Society for the Prevention of Blindness.

JULY 4-7—National Federation of the Blind: seventeenth annual convention. New Orleans, Hotel St. Charles.

JULY 7-12—American Association of Rehabilitation Therapists, Association for Physical and Mental Rehabilitation, and Association of Medical Rehabilitation Directors and Coordinators: scientific and clinical conference. Chicago, Conrad Hilton Hotel.

JULY 7-12—American Association of Workers for the Blind: thirty-first (now annual) convention. Chicago, La Salle Hotel.

JULY 8-19—Institute for Houseparents of Visually Handicapped Children, Washington University, St. Louis. Sponsored jointly by the AAIB and the American Foundation for the Blind.

JULY 8-AUGUST 2—Workshop for Teachers of the Blind, Wisconsin School for the Visually Handicapped, Janesville, Wisconsin. Sponsored jointly by the University of Wisconsin School of Education and the Wisconsin State Department of Public Instruction.

JULY 12-13—American Federation of Catholic Workers for the Blind: fourth annual convention. Chicago, Morrison Hotel.

AUGUST 2-10—Educators of Blind Youth: second international conference. Oslo, Norway, Huseby Off. Skole for Blinde.

AUGUST 21-24 — Blinded Veterans Association: twelfth annual convention. Hartford, Connecticut, Hotel Statler.

AUGUST 30-SEPTEMBER 5—American Psychological Association: annual meeting. New York City, Hotels Statler and New Yorker.

OCTOBER 2-4—National Rehabilitation Association: national conference and Region VI conference. Minneapolis, Nicollet Hotel.

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

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POSITION OPEN: Social Service Specialist for the Blind to be in charge of the Home Teaching Division and responsible for the development of programs of service in this division and in related social services to blind clients. Qualifications: two years of responsible experience in the field of education or social service including one year in a supervisory capacity; and graduation from an accredited four-year college or university with major course work in education,

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POSITIONS OPEN: Director and assistant director for vacation home for blind women in Denville, New Jersey. Apply to Mrs. Helen Gromann, 254 North Grove Street, East Orange, New Jersey. Phone—OR 5-7131. Or call The New Jersey Foundation for the Blind, MA 2-7157.

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POSITION OPEN: San Antonio Council for Visually Impaired Children has opening for counselor to work with parents and blind children

from infancy through high school. Apply stating qualifications and salary requirements to Mrs. Herman Wigodsky, 300 Primera Drive, San Antonio, Texas.

POSITION WANTED: Man, former instructor of the blind, now master's degree in psychology, wishes position as school psychologist or counselor to blind. Write Box 12, *New Outlook*.

POSITION WANTED: Man, forty-three, blind, seeks position as home teacher, rehabilitation counselor, braille teacher, or related work. B. A. in sociology and one year training in graduate school of social work. Four years' teaching in a state school; six years as operator of a postal news service. Write Arnold Graber, 1775 Hennepin Avenue, Minneapolis, Minn.

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POSITION WANTED: Shop management, sub-contracting, sales. Willing to locate anywhere providing opportunity for advancement. OVR-IHB professional training. Qualified, capable, travel alone. Experience, resumé and references upon request. Salary open. Write E. H. Dennis, 2507 Clarendon Road, Brooklyn 26, N. Y.

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POSITION WANTED: Partially sighted male, twenty-eight, with experience in supervising boys of five to twelve during free time in a school for the blind, wishes similar position in an eastern school. Write Robert O'Hara, 209 Valley Brook Avenue, Lyndhurst, N. J.

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ward Gray, 17 Connor Street, Willimantic, Conn.

POSITION WANTED: Music teacher. Graduate of Perkins School, and of the New England Conservatory of Music with Mus. B. degree and highest honors. Majored in singing, and received special honors in several music subjects as well as in English composition and English literature. Twenty-four additional credits in education from other schools. Widely experienced as a singer, choral director, and as a teacher of singing, piano, general music theory, music for children, and music braille. Teaching experience with braille classes and agencies for the blind. Holder of state certificate as music teacher. Could also teach languages, arithmetic, and standard braille. For further information, contact National Personnel Service, American Foundation for the Blind, or write Box 10, *New Outlook*.

POSITION WANTED: As a teacher in school for the blind or public school class for visually handicapped. Ten years' experience elementary teaching in state public school systems. B.S. degree with majors in history and English. Partially sighted; graduate of Mississippi School for the Blind. Excellent references. Write Mrs. Alvin B. Allen, Rt. 1, Box 183-A, Palatka, Florida.

POSITION WANTED: Young woman, B.A. in education and special training in music, seeks position as teacher of young children in a school for the blind, either in elementary classes or in piano. Five years' teaching experience in piano in highly recognized school. Write Box 11, *New Outlook*.

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Mrs. Mary Dranga Campbell, 1876-1957

Mary Dranga Campbell

MRS. MARY DRANGA CAMPBELL, one of the most widely known people in work for the blind, died on August 8 at the age of eighty-one, in Reedsville, Pa., where she had been making her home with a niece, Mrs. Ronald Parry.

A member of a family of outstanding fame in work for the blind, Mrs. Campbell achieved distinction in her own right. A chronological outline of her fifty-four-year professional career reveals her extensive contribution in humanitarian endeavor and in work for the blind in particular.

From Tia Juana, California, where she was born April 14, 1876, and where she received her earliest education, Mary Dranga went to Girls' Latin School, in Boston, Mass. After spending a few years in Pennsylvania and California, she entered Stanford University as a special student. While there she became student-assistant in the University library and began library training.

In the spring of 1902 Miss Dranga was granted a leave of absence to reorganize the public library at Healdsburg, California. She became assistant

cataloguer that same year at the University library, and continued her studies. Concurrently she also catalogued President David Starr Jordan's extensive library on ichthyology.

The following year, 1903, she was granted two years' leave of absence to become classifier, and then cataloguer, at Indiana University, where she remained until 1909. While there she recatalogued the University library, catalogued the University law library, and developed library reference work for students.

In 1909 she entered the Chicago School of Civics and Philanthropy, and while taking social service training, organized and catalogued the School library. The next summer she received a fellowship at the Carnegie Station for Experimental Evolution, Cold Spring Harbor, N. Y., and at the same time held the position of field worker for the Eugenics Record Office to work with Dr. Edward M. Healy, Director of the Bureau of Juvenile Research, Chicago. In 1911, under the auspices of the Eu-

(Continued on page 333)

SHELTERED EMPLOYMENT

A Symposium

Introduction

*From a statement by Alexander F. Handel, Director,
Division of Community Services, American Foundation for the Blind*

IT SHOULD BE underscored that the provision of sheltered employment is a fundamental and essential service in any comprehensive community program designed to serve blind people. Workshops have gained increasing recognition as an effective means of providing handicapped persons with an opportunity for constructive and remunerative employment. It is readily apparent that this method of meeting financial need is socially, psychologically and economically superior to direct financial assistance. Meeting the need for economic independence is, of course, only one of the functions of a sheltered workshop. Other important functions may include training, diagnosis and therapy. Much of a workshop's social validity derives from its therapeutic and preventive potentialities in the fields of mental and physical health. To some extent these are normal by-products of all well-run workshops, including those that place primary emphasis on production. Where they are identified as specific professional objectives, rather than incidental by-products, it becomes necessary for the workshop to utilize and integrate the skills and counsel of most members of the rehabilitation team, e.g. ophthalmologist, social caseworker, vocational counselor, psychiatrist, psychologist, occupational therapist, and

the technical and supervisory personnel on the workshop staff.

A PRIMARY GOAL of rehabilitation is to assist individual blind persons to reach the maximum economic adjustment of which they are capable. The ideal is, of course, to enable blind persons to successfully compete in the general labor market. In striving for this goal, sheltered shops serve as a training facility for placement in industry. It is in the workshop environment under professional and technical guidance that the blind person has an opportunity to develop work habits, work tolerance and work performance which prepare him for the demands which full employment will place upon him. Workshops also serve as a setting for more or less permanent employment for those blind individuals who, because of disabilities in addition to blindness, are unable to progress beyond the sheltered setting. There is evidence to support the view that this latter group is larger in number than those who may realistically be expected to use the workshop as a stepping stone to competitive employment.

The size and importance of the group of blind persons who suffer "disabilities in addition to blindness" become clearer when it is recognized that the term "disability" encompasses social disabili-

ties as well as medically diagnosed physical and psychological ailments. It is tentatively assumed that blind persons suffer the same rate of physical and psychological disabilities as their sighted contemporaries in the general population. It is the incidence of social disability which is strikingly high among blind persons. Since approximately 65 per cent of all blind persons are forty-five years of age or over, they are at the outset at a serious competitive disadvantage in an economy which places a high premium on youth, vigor and aggressiveness. Labor economists and statisticians in their analysis of labor market data continue to refer to those who are over the age of forty-five as "older workers." In doing this they are accurately reflecting the reality that con-

fronts the individual job seeker in this age group. When there is added to the real or socially imposed vocational handicaps of those over forty-five the handicap of blindness, the picture becomes very bleak. Employers, in addition to their bias against "older workers" generally, begin with a negative or at best a "show me" attitude toward employing blind persons. Efforts by government, both federal and state, supplemented by those of enlightened community and business leaders, are beginning to bear fruit. However, for the present as well as the immediate future, it is apparent that large numbers of blind persons, if they are to have an opportunity to achieve economic independence, must look to workshops for this opportunity.

SHELTERED EMPLOYMENT—I

Sheltered Workshops—Past and Present

EDWARD L. CHOUINARD

MY REMARKS TODAY will consist of a review of the evolution of the sheltered workshop, providing at least a partial frame of reference for the discussions in this conference. The origin and development of the workshop will be traced, with some interpretation of how workshops have come to be what they are today.

Origin of the Sheltered Workshop

Given a broad interpretation, sheltered workshops have a much longer

Mr. Chouinard is rehabilitation specialist, Office of Vocational Rehabilitation, U.S. Department of Health, Education and Welfare.

This paper was presented at the Fifth Atlantic City Rehabilitation Conference, June 10-11, 1957, sponsored by the National Rehabilitation Association.

history than any of our other present-day facilities for rehabilitation. Compared with its modern companions in the rehabilitation process, the latter are in their relative infancy. The comprehensive rehabilitation center, the adjustment center for the blind, the physical medicine clinic, and the many other special purpose arms of service making up the composite art of rehabilitation as we know it today all came much later than the workshop.

It is difficult to say with certainty exactly when and where the sheltered workshop had its beginning. Some writers go back to the early seventeenth century and St. Vincent de Paul—whose name is familiar to many of you. Some sources trace sheltered workshops

back to the workhouses established under the Elizabethan Poor Laws. Others trace this first of employment opportunities for the unfortunate and the unwanted to continental asylums for the poor and the obviously physically defective. Though workshops go back at least 100 years, or perhaps because they do, strangely enough we have not yet gotten rid of all the asylums, the cloying charity and the stifling shelters.

In contrast to the sheltered workshop, once established, its much younger allies in the fight against handicaps made rapid strides toward their natural positions in the spectrum of services. But the workshop field, taken as a whole, has drifted along without too much sense of direction, and in some instances has actually lost ground.

There are many exceptions, of course, in the case of those workshops which have molded a pattern of effective services to the handicapped. Fortunately, despite the wide range of objectives in this still broadening and mutative field, many shops are quietly but effectively devoted to the cause of real service to handicapped persons in contrast with merely providing a refuge and a pitance with nothing better in sight.

Early Treatment of the Disabled

Vestiges of the early inhuman treatment of the crippled remained until relatively recent times. Biblical writers had looked upon the disabled as having been cursed by the divine source. In the Middle Ages, the Church opened the door by beginning to take the deaf into the fold as objects of charity.

Later, the Church may have unwittingly played another part in the evolution of the workshop, when during the Reformation crippled beggars and the poor were herded into abandoned monasteries. Here probably were the first physical plants in which the physically and mentally handicapped

were gathered together for a purpose however unenlightened.

The Renaissance had produced the first faint indications that the disabled were the responsibility of society. This problem was not to be separated, however, from the larger ones of the poor and the acutely sick. In fact, whatever aid the law made possible for them was given incidentally in the Poor Laws of the seventeenth century. Importantly, here at last community responsibility was being recognized in the form of public provision of relief, and public and private maintenance of workhouses, or poorhouses as we knew them in this country. There is some solace in imagining that in these unhappy places any work that was done was "busy work."

During the Industrial Revolution, the work habits of people underwent drastic changes. The able-bodied put aside their home spinning wheels and went to the factories. Personal incomes increased and people began looking around to see how their fellow beings were getting along. Mass production had begun to multiply the supply of material goods, thus laying the basis for work which eventually would be obtained for sheltered employment.

Because of increased buying power, people were to have more discards for charitable organizations. Machine production was to make it possible for workshops to enter prime manufacture. Industrial sub-contracting to workshops also was for the future.

By the eighteenth century, Western civilization, resting as it does on the Christian concept, finally was coming to realize the true meaning of fairness to all people. The earliest organized social interest in the disabled as a separate group appeared in the eighteenth century in the form of physical care and custodial residence.

Broadly speaking, the sheltered work-

shop of today covers a wide range of approaches, extending from the charitable, evangelistic salvage shop to the virtual factory for the handicapped operated under industrial conditions. To understand how this has come about, it would be necessary to trace the divergent lines of development in services to the handicapped in many areas of social advancement. I shall mention a few.

Education and Workshops for the Blind

In the field of education, not until the nineteenth century was any effort made to teach the physically handicapped. The first home to offer both care and educational facilities for the disabled was opened in Munich in 1820. After this start, public and private schools for handicapped children sprang up in Europe and in the United States. A few gifted blind persons had succeeded in convincing educators that blind people were educable. The new schools for the handicapped quickly demonstrated this — but after graduation jobs were not available.

To meet this problem, at one of the early schools for the blind in the United States — Perkins Institution in Massachusetts — the first workshop in this country was established in 1840. Within ten years it had become apparent that the education of blind children and the employment of adults could not be conducted in the same program.

After that, agencies for the adult blind began taking over the workshop movement as far as the blind were concerned, but retained the custodial atmosphere of the eighteenth century. Several industrial "homes" came into being, combining residence and work opportunities. Not until after World War I did it become broadly recognized that blind persons should not be wards, and that they could be responsible for

their own lives. With this insight established, rehabilitation in the workshop was helped along.

Workshops for the blind now number over 100 and there is no sign that the traditional separation of services for the blind from other programs is to diminish. Enforcement to the categorical nature of workshops for the blind was given by the passage of the Wagner-O'Day Act in 1938. Other groups have sought to obtain similar preferential treatment in selling to the federal government, but so far legal authority extends only to the chain of shops affiliated with National Industries for the Blind.

Also unique to workshops opening their doors principally to blind persons is state control, in many instances in the form of direct ownership or indirect jurisdiction through "subsidiary" private agencies. Virtually no general workshops have this characteristic, although it must be recognized that many of the general workshops cooperating with the social welfare and rehabilitation elements in the community depend upon public jurisdictions for financial support in one form or other.

Religious Background

Since the Church was the first charitable organization, inevitably some lines of evolution in the workshop movement have strong religious ties.

When the indigent, the physically disabled and the mentally different were herded into the asylums of the 1700's, they were being brought together not to ameliorate their conditions but simply to get them off the streets.

St. Vincent de Paul in the early 1600's had pointed the way to the use of work as therapy for the body and the spirit. Among his many charitable accomplishments in this early day, St. Vincent de Paul established a small

hospital where old people found shelter and work suited to their condition. Through his efforts mainly, a general hospital was started which served as a haven for the poor where work of some type was done. Under the society which now bears his name, a growing number of shops are now in existence which take in the poor, the troubled and the disabled.

The schism that took place in the Salvation Army in the 1890's featuring the Booth family set into motion factors leading to what are now seventy or more workshops operated by the Volunteers of America. In addition, the Army itself conducts a number of salvage bureaus, though apparently it has some question about classifying them as sheltered workshops. Though split, both networks follow similar methods in utilizing work as a medium for saving souls. Donated discards are the principal raw materials for the workshop operations. The Volunteers of America shops serve mainly the "skid row" population. Perhaps here is another lead in the elusive problem of the rehabilitation of the alcoholic.

Among the mission or Church workshops, Goodwill Industries has been the main exponent of the practice of rehabilitation in a workshop setting. The Goodwill movement was the brain child of an enterprising Methodist minister in Boston who hit upon the well-known discard renovation idea that remains a pillar of the Goodwill system. As a foster child of the Methodist organization, Goodwill has been dedicated, since its founding in 1905, to the work relief of those in economic stress. By 1928, it had in operation fifty-one autonomous local units and now has 120. Though its religious facet is still present, more of its local direction is being assumed by non-ministers.

The Jewish Vocational Service also has advanced the cause of using the

workshop as a means of preparation for normal employment.

Emphasis on Orthopedic Disabilities

Another influencing factor in the workshop movement has been the concentration in the field of rehabilitation until recent years on assisting persons having orthopedic disabilities. After centuries of eclipse, the study and practice of orthopedics was revived in the eighteenth century. Custodial homes and clinics for the crippled multiplied in the 1830's and 1840's, and hospitals for the crippled followed.

These predecessors of our modern rehabilitation centers served mainly patients with amputations and diseases of the bones and joints. Thus it was only natural that early community workshops (i.e., those catering to a larger segment of the disabled population) concentrated on the orthopedic impairments, to the obvious disadvantage of persons with types of disabilities not yet being reached. Gradually this situation has changed, until now community workshops serve a wide scope of physical and mental conditions.

Tuberculosis Rehabilitation

From certain standpoints, tuberculosis rehabilitation has contributed its own distinctive branch of development in this multilateral field. In some of the early sanatoria, the workshop was conceived for its value as a means of developing work tolerance in conjunction with medical treatment. Notably the English, the Dutch and the Swiss advanced this idea in the World War I period and during the 1920's. Papworth Village in England, perhaps the most famous of the western European colonies, was started in 1918, and eventually its management instituted a series of small factories where the recovering and recovered tuberculous could work. Closely allied to the British

settlement system, some of our own rural colonies, such as Lake Tomahawk and Saranac Lake, adopted a similar scheme of work under medical prescription.

Not all workshops for the tuberculous by any means were established in connection with country sanatoria. In this country and in Great Britain, some rehabilitation workers felt that the workshops should be in the cities, where the inactives and "good chronics" could live at home under normal conditions. Shops for the tuberculous were set up in Boston and Hartford, and, of course, the widely-renowned Altro Workshops came into being as early as 1915.

The present number of city workshops for the tuberculous in this country is comparatively small. Some authorities feel that in view of the results now being obtained with the chemical drugs in the treatment of tuberculosis, an approach differing from the traditional one is needed.

Emergence of Rehabilitation in the Workshop

Modern programs for the physically handicapped have developed out of the movement for organized relief that had its beginning in the last quarter of the nineteenth century. Some of the factors leading to the emergence of a more progressive concept of the functions of a sheltered workshop are reflected in the changing attitudes in the period before and during World War I toward the rights and capabilities of disabled persons.

Organized rehabilitation programs were then just in their infancy. The first of the rehabilitation centers — the Institute for Crippled and Disabled — had opened its doors in 1917. Pioneers in rehabilitation were just beginning to sense that physical restoration and work training for the adult disabled were not two separate entities but

rather closely related parts of the same process. Physical medicine was beginning to make itself known.

An early Committee on the Severely Handicapped goes back much farther than these events, however. In 1877, the first American Charity Organization Society had organized the Committee, which set forth these criteria for the organizations to come:

To furnish relief strictly on the basis of need.

To restore the individual to independence and self-support.

Though it took some time for these ideas to find roots, their influence on later services to the handicapped was profound.

Many sheltered workshops originally came into being only to provide sheltered employment for the disabled who could not be placed in jobs or re-educated for a new occupation. As the scope of rehabilitation services broadened, and as rehabilitation began giving greater attention to persons presenting more complex problems, the sheltered workshop began to take stronger steps toward more effective programs.

The workshop essentially is still a special place in which disabled people, unacceptable or unready for competitive employment but capable of some productivity, enter work activity. However, it would be grossly misleading to say that this fully sums up the present-day direction of workshop development.

That the workshop now has a clearly-defined dual function is no longer a matter for conjecture or debate. It provides on the one hand a transitional experience for its future graduates, and, on the other hand, continuing or recurrent employment for those who are not ready for the transition or for whom opportunities do not exist.

A view which has increasing prominence is that the workshop — as a part

of the rehabilitative process — is frequently an essential link between hospital bed and job. A workshop helps to bridge the gap between medical care and employment through its facilities for training, work exploration and psycho-social adjustment.

Homogeneous Disability Workshops

Paralleling the spread of the general or community workshop, rapid growth has taken place in recent years in the number of workshops — some of them part of multiple-service organizations — designed for homogeneous disability patterns. These include shops for the cerebral palsied, the severely retarded, the epileptic, etc. Others involve a combination of disabilities on some natural basis, such as cerebral palsy and mental retardation, cardiac condition and tuberculosis, or those served by the affiliates of the National Society for Crippled Children and Adults. Shops for older persons, many of whom have disabilities, are also on the increase. The newer additions to the workshop field are the outgrowth of the increasing activities of national health organizations, many of whom are represented here today.

However, accompanying the expansion of the special disability workshop is an acceleration in the establishment of new multiple-disability workshops, including dependent community shops and autonomous Goodwill units. Not as frequently but perhaps very significantly, a local affiliate will negotiate with an independent or Goodwill shop for the opening of a unit for retarded, cerebral palsied, or whatever the case may be, within the general shop. Thus there are many patterns which offer choice and, at the same time, make for complexity.

A large segment of the salvage bureau field remains aloof from the usual channels of community rehabilitation

effort. The Salvation Army and some of the other missionary organizations continue to use the workshop mainly as a medium for moral uplift. Other groups — Volunteers of America, Society of St. Vincent de Paul and the Lutheran Society — concentrate on social and moral rehabilitation, although there have been some encouraging signs of late of an awakening to rehabilitation, particularly in the Catholic organization. What to do about this “fringe area” in the workshop field remains a perplexing question to the national association of workshops.

Progress in the Workshop's Economic Aspects

The Poor Relief Act of 1601 had directed that funds be raised for the workhouses to provide “a convenient stock of flax, hemp, wool, thread, iron and other ware and stuff to set the poor on work.” In its early years, manual crafts have been the mainstay of the sheltered workshop and in modern times continue to be an important basis of operation in many shops. Prime manufacture has branched out into many new types of salable merchandise, but unfortunately the type of handcraft products that for years has presented the problem of “sympathy” selling and an uncertain market is still much too prevalent.

When the ingenious business scheme of salvaging household discards was devised, a distinctive contribution was made to the workshop movement. Here not only was a source of free materials but those already fabricated, though requiring differing degrees of renovation to put them in shape for selling.

Industrial sub-contracts, the third major source of work found in today's workshops, has come into its own only in recent years. Like the other basic sources of job opportunity, contract brought with it both advantages and

disadvantages. Early in its development, problems like bid undercutting and nuisance jobs cropped up and are now far from being solved.

With all of this economic expansion, the small charitable organizations have become business and thus there is the need for modern business practice. Many instances can be cited where accepted business management methods are being followed, such as in National Industries for the Blind, Altro, and some of the Goodwill units, but these methods are not being used nearly as widely as they should be.

Early Ventures

The record of the early ventures into the workshop field is strewn with failures. Often the workshop lacked sufficient support in the beginning or the backing drifted away after the aimlessness of the program became apparent. These shops slowly went out of existence or continued to operate for a limited group of terminal workers away from the main stream of services to the handicapped. The latter characterization is all too true of a substantial number of workshops at present.

The development of a more true awareness of the capacities of the individual and his needs as a social being has been very slow. The reasons for this are harsh realities which many people find it difficult to cope with:

Because it is easier—at least at first—for the workshop staff not to get too involved in the human problems of the workers.

Because it is easier for outside agencies to use the workshop as a dumping ground than to face up to the needs of the severely handicapped persons.

Because of lack of support from agencies which have a stake in the workshop but often don't realize how much.

On the other hand, moral and financial support can be expected only if

understanding exists of the true role of the workshop.

Industries for the Handicapped

Recently we have seen movements toward some form of "Industries for the Handicapped," though these are not acceptable to many interested persons. In any event, these should be only for the severely handicapped who, through comprehensive rehabilitation evaluation and service, have definitely been found unable to enter the usual channels of employment.

I am avoiding calling these special places of work by any of the words that serve so well if we wish to confuse someone. Some of these businesses which are now in operation are classified as sheltered workshops and some are not. They often have close ties with industry. It is questionable whether all of the handicapped workers they employ would meet the standard of unemployability elsewhere which should apply.

In 1945 the English took steps to insure employment for more of its handicapped population when the Ministry of Labour established Remploy, which now operates about ninety factories where employment for the physically and mentally disabled is furnished.

Just as compulsory employment in industry may not be the answer in this country, likewise government sponsorship of a corporation such as Remploy may also not suit us.

Appearance of Several Types of Sheltered Workshops

Lately we have been observing a number of complementary types of sheltered workshops emerge more clearly:

The short-term workshop in opposition to the long-term shop.

The single disability shop and the multiple disability shop.

The transitional shop for the congenitally handicapped and the shop for the later disabled.

The shop for the young adult and that for the aged person.

Whatever way you wish to classify workshops, from the standpoint of re-

habilitation the great task ahead is:

To steer the unprogressive shop into the active ranks of rehabilitation service.

To launch new workshops in this rapidly expanding area with a healthful concept of beneficial service.

The challenge is very *clear*, and it is not *tomorrow* but very much *now*.

SHELTERED EMPLOYMENT—II

Vocational Rehabilitation of the Blind

ABRAHAM JACOBS, Ph.D.

IT HAS BEEN ESTIMATED that more than 50 per cent of the blind population in this country is on some form of public assistance. Does this mean that every other blind person is unemployable, or does it mean that there is a gross lack of vocational rehabilitation services? While this question cannot be answered until we have a more accurate reporting system, we are justified in saying there is serious under-employment of the blind when we examine some figures relating to the employability of the blind.

The percentage of blind persons who are employable ranges from 15 to 40 per cent. The United States Office of

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The material in this article is from a monograph which Dr. Jacobs is preparing for the American Foundation for the Blind, dealing with principles and standards for vocational rehabilitation of the blind.

Vocational Rehabilitation places the number at 25 per cent. This figure could probably be raised to 50 per cent if it were to include those blind persons who are potential candidates for home industry, sheltered workshop employment, and other types of work activity, in addition to those employed in the competitive labor market. With increased longevity and advances in medical science, the number of older blind persons who could also engage in sheltered work activity is rapidly increasing.

Dabelstein, in 1949, stated "there should be about 60,000 blind persons in our population who are capable of being self-supporting. In establishing this goal, it must be recognized that new and varied job opportunities for the blind must be discovered."⁴ If we apply the Office of Vocational Rehabilitation estimate of 25 per cent to the 332,800 blind persons in this country

on July 1, 1956,* we should have 83,250 employed blind persons today, rather than the 60,000 figure used in 1949.

Moreover, the 83,250 figure probably relates only to competitive employment, since the Office of Vocational Rehabilitation deals primarily with blind clients who can be placed in the open labor market. If we were to include in the category of potentially employable blind persons those capable of functioning in home industry or sheltered workshops, the figure would probably be closer to 166,000. Yet the only available estimate of employed blind, from the Office of Vocational Rehabilitation, places this number at 21,500.

The group in the twenty-one to forty-five-year age range presents society with a particularly challenging problem. Many of these individuals are heads of family, and in instances where they have recently become blind, were probably the major financial resource for three or more additional persons. With the loss of this financial support, the other members of the family become the responsibility of public welfare, especially in a family which includes younger members not yet of working age.

THERE IS STRIKING evidence that vocational rehabilitation of the blind is effective. The annual report of the Office of Vocational Rehabilitation covering the fiscal year 1953 shows that more than 7,400 persons with visual handicaps were rehabilitated through the state-federal program. Nearly 3,700 of these persons were blind. Approximately 30 per cent of the blind rehabilitants were successfully employed in skilled or semi-skilled work, and nearly 17 per cent of them were filling

* Statistics released by the American Foundation for the Blind, May, 1957.

professional, semi-professional or managerial positions. According to the Office of Vocational Rehabilitation approximately 76 per cent of all rehabilitants (including the blind) were unemployed when rehabilitation services were started for them. For 1951, the earnings of the 3,614 blind rehabilitants increased more than 680 per cent, from the rate of about \$654,600 a year before rehabilitation to about \$5,118,000 a year on completion of the rehabilitation process. It has been estimated that for every dollar spent on rehabilitation, approximately ten dollars is returned to the national government in taxes paid by these rehabilitated workers.

Psychological Benefits

While the economic value of vocational rehabilitation is a major reason for developing services to the handicapped individual, equally as important is the psychological gain for the individual. There can be no doubt that a disabled person who is helped to become a competent worker, who can support his family, and who learns to lead a full and self-satisfying life is far different from the helpless, dependent person who must look to charity or public welfare for his own support and that of his family. To quote Peter J. Salmon, a leader in vocational rehabilitation of the blind, "While most vocational rehabilitation services for the blind can be justified in a long range view on the basis of economy alone, the value of such services is inestimable if judged on a psychological and social basis. No adequate value can be placed upon the personal and far-reaching social benefits that accrue from providing a blind person with a sound basis for enjoying a sense of independence, a wholesome self-esteem and a satisfying social status in his home and community."¹⁰

One reason for the importance of vocational rehabilitation is the significant role satisfactory work adjustment has assumed in our culture. A distinctive American characteristic is the degree to which status for men, and to an increasing degree for women, is inextricably bound up with vocational status and achievement.

Work is also a very important component in any individual's total adjustment pattern. Gray has called it an "economically and emotionally significant segment of human behavior."⁷ Super, in discussing the major needs for which satisfaction is sought in work, includes: human relations, livelihood, recognition, achievement, and self-expression. He describes vocational development essentially as a process of developing and implementing a self-concept.¹² Other studies in this area have likewise shown that an individual's vocational choice, although it is directly influenced by economic motives, is also a direct expression of his unique personality and matrix of conscious and unconscious needs.

Effects of Unemployment On Total Personality

Unemployment or poor work adjustment tends to have a serious effect on every other aspect of an individual's life. According to Stagner, "Maladjustments [in the work situation] are profoundly more disturbing and of more serious consequences to the worker, since his job is for him the focal point of his life. Unhappiness and failure here affect every other phase of his life demands and plans . . . status and a feeling of personal worth — fundamentals for a well-adjusted personality—are seriously affected and lowered."¹¹ Renne points out that to a handicapped individual, getting and holding a job is evidence that he is on the road to personal competence and independence

since "a man's worth in his own eyes, as well as in the eyes of his neighbors, is to a considerable extent determined by his ability to earn a living."⁹

When an individual is blocked in satisfying strong internal needs through what should normally be a satisfying medium, frustration is bound to occur. A large share of the dissatisfaction an individual may experience in his work situation is due to the nature of our present industrial system. As Baxter expresses it: "Today's tempo of industrial change is speeded by scientific and technical discovery. Jobs are broken into separate processes; jobs and whole industries even disappear. . . . The groups in which the employee works and lives change ceaselessly. The result is that he . . . experiences a sense of void, of emptiness. In such a situation, his anxieties — many, no doubt, irrational or ill-founded — increase and he becomes more difficult both to fellow workers and to supervision."¹

An individual usually is able to tolerate frustrations encountered in his work because he has available to him other satisfactory media. The situation is different when we are concerned with the handicapped individual who may already be frustrated by the limiting aspects of his disability. The problem is intensified in working with a handicap such as blindness, which in itself presents disabling factors which are not present in other types of disability.

Lowenfeld describes the reaction of an individual deprived of sight by a sudden onset of blindness as follows: "The individual not only experiences the loss of his most important sense, but also reacts to blindness with all the preconceived and conditioned ideas about it which are prevalent in the public. Helplessness, tragedy, economic insecurity, inability to function as man or woman, fear of darkness — all these

assumed by-products of blindness are experienced by him with the full force of **identification.**"⁸

The blind worker, according to Lowenfeld, needs help in adjusting to the job situation. He finds it difficult to conform to the group pattern because he cannot learn by watching others. He will also have difficulty, without additional help, in meeting the demands of an assembly or machine job situation. The rehabilitation problem is intensified when we realize that two-thirds of the blind have lost their sight after twenty years of age. For them, the problem is one of readjustment and re-education.

Rehabilitation Defined

Rehabilitation is now considered to be the restoration of the handicapped to the fullest physical, mental, social, vocational, and economic usefulness of which they are capable. Many clients who now undergo rehabilitation would have been considered ineligible for government-sponsored rehabilitation under the early definition of rehabilitation as "restoration to a former state, capacity, privilege, or rank." The newer concept recognizes the right to rehabilitation of any handicapped individual without regard to the severity of his disability, his previous work experiences, or the marginal vocational goals which may constitute his optimal level. Rehabilitation workers today should measure the success of their program by how well it meets the unique vocational and rehabilitation needs of the client.

Counselors working with the blind also have to struggle against the stereotyped point of view that all blind people are quasi-invalids who require special care and consideration in their daily activities.

The above attitude has persisted even among professional persons until

fairly recently. For example, French, writing in 1932, says: "First, it must be unqualifiedly conceded that there is little in an industrial way that a blind person can do at all that **cannot be** done better and more expeditiously by people with sight." He later makes this comment: "The handicrafts in which the blind can do first-class work are very limited in number with basketry, weaving, broom and brush making, and chair caning as the most promising and thoroughly tried out. . . . The crafts pursued by the blind may best be carried on in special workshops under the charge of government officials or trained officers of certain benevolent associations."⁶

This concept of the blind as a group which must be segregated is not in accord with current psychological and rehabilitation thinking, which regards each individual as a unique personality. A rehabilitation counselor, to do an effective job, must consider his client not as an incapacitated blind person but as a functioning individual with certain limitations: in this instance, a visual disability which may or may not be a vocational handicap. Whether or not blindness is a vocational handicap may also depend on the client's vocational goals.

Modern Concept Stresses Individual Differences

Vocational rehabilitation today stresses individual differences in vocational assets, motivation, receptivity to rehabilitation, and other factors which directly influence the success or failure of vocational rehabilitation. One individual who loses an arm is able to function effectively on his job after surgery is completed and he is fitted with a proper prosthesis. Another individual who suffers the same disability reacts to the loss of an arm as an irreversible insult to his total personality

and remains a dependent, frustrated client of social agencies for the remainder of his life. The reaction of an individual to his loss of sight is often a more important determinant of the degree of vocational limitation than the disability itself.

We should not designate certain jobs or groups of jobs as most feasible for specific disabilities, just as we cannot and should not develop similar groupings to cover non-handicapped individuals. There are no "best" jobs for the epileptic, the cardiac, the arrested tubercular, the recovered psychotic. Each vocational rehabilitation plan must be tailored to fit the specific vocational factors which the client brings to his vocational rehabilitation program.

THAT THE ABOVE applies to the blind should be self-evident. Yet an attitude toward this group of handicapped individuals has somehow developed in the mind of the average person, including the employer, which is different from his approach to other types of handicapped individuals. Although professional workers in the field of vocational rehabilitation for the blind have made marked strides in altering this attitude, and the work records of blind workers have helped, the following picture as described by Chappell in 1951, still exists to a deplorable degree:

"Yet, only a few decades ago, the belief was still prevalent among educators, workers for the blind, and the general public that blind persons could not be employed, unless placed under sheltered conditions and provided with special tools and devices not commonly used by sighted workers, or engage in so-called self-employment."²

Clunk, discussing placement of the blind, says: "... there are no best jobs for blind workers in production industry any more than there are best jobs

for a cross-section of the population. The blind persons of today are our sighted neighbors of yesterday and the blind persons of tomorrow are our sighted neighbors and friends today."³

Mechanical Skills Remain

Vocational rehabilitation counselors and placement counselors know from experience that many blinded persons could return to their old jobs after adequate travel and personal adjustment training, since the following is a true picture of many industrial operations:

"Most industries making finished or semi-finished merchandise have a number of processes which require only manual dexterity, average intelligence, ordinary mechanical skill and the desire to work. Having sight does not increase efficiency and loss of sight does not have a negative effect on learning ability, efficiency or versatility."³ The author also goes on to say that proper matching of individual and job is essential, just as with sighted individuals. If a blind person fails at a properly selected job, the failure is due to the same causes that would be operating if he were sighted.

Dabelstein says: "The increase in the number of employed blind workers has been accompanied by a corresponding increase in the variety of occupations being performed successfully by this group. One of the major accomplishments during recent years has been the opening of many new fields of employment for the blind. . . . [There is conclusive evidence] that the blind are no longer confined to a restricted range of occupations."⁴

The Veterans Administration, in a study of occupations of totally blinded veterans of World War II and Korea, presented evidence "that totally blinded veterans of World War II and Korea have found employment in a wide

range of useful and rewarding occupations, and, in particular, that numbers of them are demonstrating their ability to carry on successfully in fields that usually have been regarded as beyond the reach of the blind. . . . The general level of employment of those reported appears to be considerably higher than the pre-war level for the blind."¹³

The 388 totally blinded veterans in this study were distributed among most of the job classifications in the Dictionary of Occupational Titles, Part IV, including: professional, technical, and managerial work; clerical and sales work; service work; farming, mechanical work; and manual work. The overall occupational range was reported as being relatively wide.

The same wide distribution among job categories is found in a breakdown of 21,500 blind persons who were reported as rehabilitated by state vocational rehabilitation agencies. Of the total, 3,000 were engaged in commercial activities, including business enterprises and vending stands; 1,700 were classified as white collar and clerical workers; 2,000 as professional and semi-professional; 6,000 as industrial; 3,300 were employed in workshops; 2,500 in farming; 1,000 were home workers; and 1,000 were engaged in other occupations.

These studies emphasize the need for vocational rehabilitation workers with the blind to recognize the significance of variations in aptitudes, interests, personality factors and other individual factors in helping their clients develop and implement constructive vocational programs. This kind of vocational counseling and selective placement in such a framework will assist a client to assume a meaningful occupational role which is most consistent with his total vocational assets. Vocational rehabilitation of this nature will also have an educative value in demonstrating to the

public, including employers, that blind persons, like other handicapped and non-handicapped individuals, can be productive workers in a variety of industrial situations.

Rehabilitation services for the blind have been part of the total rehabilitation program for many years, but the situation as reported by the Committee on Vocational Guidance of the American Association of Workers for the Blind in 1937 still is present to a large degree. "While we have at present the beginnings of vocational guidance for blind children, the vocational guidance of blind adults is still a virgin field. Whatever is done in the guidance and training of blind adults with the view to their permanent placement is still largely a matter of chance unsupported by any program based on definite principles."⁵

New Principles Formulated

However, increasing interest on the part of the federal government (as evidenced by Public Laws 113 in 1943 and 565 in 1954), greater emphasis on the individual aspects of disability and rehabilitation, and intensive efforts to educate the public are radically changing this picture. Professional workers are directing more of their attention to an evaluation and re-formulation of their philosophy and techniques to provide client services operating within the framework of the following principles, which we believe could well be considered a blind individual's Bill of Rights:

1. The blind, like other disabled individuals, have more usable vocational potentials than they have lost through their disability.
2. The blind, like other disabled individuals, should have an equal opportunity and responsibility for functioning in the vocational community with their fellow citizens.

3. The primary function of vocational rehabilitation is to help the client develop his potential job resources, make a satisfactory economic adjustment in the vocational area, and assume his place as a contributing member of society.
4. Vocational rehabilitation, to be effective, must be highly individualized in order to take into account the unique social and psychological factors operating in the client as a total personality.
5. Vocational rehabilitation should be conducted in a therapeutic climate, as one of a broad range of services designed to meet the total rehabilitation needs of a client.
6. Vocational rehabilitation goals should be realistic, based on the client's vocational abilities and aspirations, avoiding stereotyped and predetermined goals.
7. Practical and creative consideration of potential community job resources should be inherent in any vocational rehabilitation program.
8. Vocational rehabilitation services should assume responsibility for serving clients at different levels of placement potential including sheltered employment and industrial work.
9. Vocational rehabilitation should begin as soon as the client is medically and psychologically ready for constructive vocational planning. This concept involves maximum cooperative relationships between vocational services and medical, social, educational, and psychological services.
10. The tempo of vocational rehabilitation services should be as intensive and sustained as the client's physical, psychological, and social circumstances will permit.
11. Vocational rehabilitation should include the client as an early and active participant and should strive to negate the establishment of dependency patterns which are, in part, caused by over-protective and illogically prolonged rehabilitation services.
12. Assuming that sound vocational counseling procedures are followed and that practical and creative consideration is given to aptitudes, abilities, and interests of blind individuals, it is reasonable to expect successful placements of blind persons within practically all fields of work. Implicit in this principle is the concept that all blind persons are employable, at least in sheltered workshops, unless blindness is complicated by additional and diagnosable physical or psychological disabilities.

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The Sheltered Workshop— A Challenge to Social Welfare

BERTRAM J. BLACK

THIS IS THE YEAR of the sheltered workshop. At least a half dozen professional conference programs have for the first time featured discussion of the sheltered workshop and, what is more significant, at least a dozen communities have instituted or laid plans for organizing a sheltered workshop as part of their rehabilitation resources. This can hardly be thought of, however, as a new "fashion" in community resources, for sheltered workshops have existed in this country since before the turn of the century, and were intrinsic parts of the health and welfare communities of certain European cities for some time.

While the recent impetus in the development of sheltered workshops has come with the growth of rehabilitation programs, mostly since World War II, it is as a more basic social institution that I should like us to consider the sheltered workshop and its place in the health and welfare scheme.

Kinds of Sheltered Workshops

Sheltered workshops are all kinds of places. They are large sunlit factory buildings with gleaming equipment of the most modern sort, performing

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skilled industrial operations; and they are little one-room affairs with a large table with people sitting about it, performing tasks that require no mechanical equipment at all. They look like industrial establishments and they look like another O. T. room of a hospital; or they look more like the home-based workshop of an earlier industrial era.

What each of these workshops has in common with every other are two essentials: that all, or a major group of the "employees" be disabled and handicapped in being able to perform in normal industry according to acceptable industrial standards; and that remuneration be paid to a lesser or greater extent for performance rendered. Beyond this, the variation in facilities, resources, methods of payment for production, types of work done, structure and methods of business management, qualifications for employment, kind of supervision and of professional services provided for the handicapped employees, is great indeed.

To mention but a few: Some sheltered workshops perform direct manufacture of articles which call for skilled or at least semi-skilled operations. Many other sheltered workshops are involved in the simplest bottom ladder of industrial operations — packaging of bird seed or brassiere straps or nuts and bolts, etc. At one end of the spectrum, sheltered workshops pay by the hour

or the piece at the highest union industrial wage paid for similar work in the vicinity. At the other extreme, there are shops which pay the lowest substandard wage allowed by the state Labor Department or the Federal Wage and Hour Division, or even gauge payment to the level of the relief check. Some sheltered workshops provide no professional ancillary services other than what is available through the extra efforts of supervisors and foremen, and perhaps a vocational counselor or psychologist on the workshop staff. Others have a complex battery of medical and social casework, vocational counseling, and even nursing, O. T., P. T. and other services which ring about the shop or are ancillary to the industrial rehabilitation. Some shops restrict their clientele to one or a limited group of handicapping or disabling conditions. At the other extreme, some shops have a wide open intake, accepting any condition labelled by any referral source as handicapping.

Notwithstanding attempts by national bodies to forge acceptable standards, which should bring with them greater clarity in the use of sheltered workshops, there is still a great deal of confusion as to what an acceptable workshop should look like and to what uses it should be put; and as to who should operate it and what client-helping services should be available with it. It is easy enough to say, "That all depends upon the clientele it is to be for and their needs." But should the shop be the replica of industry in the locale? Should the shop be expected to make money; pay its own way; pay for its ancillary services? Should it be located out in the community? Or within the walls of a hospital or other institution? Should it be managed by a businessman? Or a doctor or an occupational therapist or a vocational counselor or a social worker or what all? There is, of

course, no pat answer to any of these questions. So much does depend on the clientele and their needs.

Is the shop to be used essentially as a permanent work abode for those who can no longer hope to compete in regular industry or commerce? Is the shop to be used as a transition for those who require a "bridge" to the community after handicapping injury or illness? Is the shop to be a re-training center for those who need refurbishing of skills or the learning of new skills to replace those which their disability will not allow them to continue to use? Is the shop to be what has become known as a "prevocational" center, a testing and measuring device assisting the vocational and employment counselors and the client to determine what future vocational goal is in his best interests? Or is it to provide a combination of some or all of these? Workshops of all of these kinds may be found existing today.

The Cultural Need

But whatever its form and structure, whatever its resources and facilities, whatever its clientele, the sheltered workshop exists to meet a cultural need very basic to our industrial civilization, and one in which social workers and the health and welfare services of a community have an important stake.

The need by the individual for work, and the whole configuration of industrial and commercial procedures that have developed in our civilization to meet this need, represent one of the primary social institutions in the cultural or sociological sense. The importance of work to the social structure and the economic well-being of society is so well-known it requires no delineation here. Its importance to the individual is succinctly stated in the words of Dr. Paul Lemkau: "Work for pay occupies half the waking time of

most men and many women at least five days in the week. It has been adequately demonstrated that while the primary purpose of work is to earn a livelihood, this is not the only aim. Work also serves a social function, and it is a means of expression for the individual. It is a means to achieve the satisfactions of producing something, of feeling that he has a place in the world as well as in his family and in smaller social groups."* The "right to work" was established about two decades ago as one of the basic rights of contemporary society. The handicapped or ill person who is removed from or denied this right has, in addition to economic loss, added to it the loss of his social function in society. Psychologically, the losses in ego satisfaction, in self-image, in interpersonal relations are great indeed.

The utilization of sheltered work settings may be conceived of as our society's means of providing a substitute social institution for that real one which is not available to the handicapped. In the experiments with formalized rehabilitation following World War I, and more greatly after World War II, there has been a re-recognition of a basic therapeutic concept as enunciated by Galen in 172 A.D. that: "Employment is nature's best physician and is essential to human happiness." Psychologically, it has been learned that for many in the ill and handicapped group, the ability to work is within the least damaged area of the ego, and successful return to normal society can be started with refunctioning of this healthier segment of the personality.

Foster Work

An interesting, and perhaps, a significant way of looking at the sheltered

* Lemkau, Paul V., *Mental Hygiene in Public Health*, p. 334.

workshop movement is to conceive of it as a "foster work" movement. While strict analogies between any cultural institutions are not without danger, there are valid parallels between "foster work" and "foster care" as the social services have developed it that are well worth examining.

FOSTER CARE is conceived of as substituting for normal home life something as close to it as the resources of the community can provide and the needs of the client require. The sheltered work setting may be thought of as providing for its clientele as near to normal work environment and work satisfactions as his needs call for and the community is willing and able to provide. For most of the persons served, it is hoped that the "foster work" will be of not too long duration, and that the clientele will eventually be able to return to "real" work and be re-absorbed into the community's ordinary socio-economic life. For some others, "foster work" is planned with the expectation that it will be a constant substitute for the duration of their working life. We can already see that for some persons there is, unfortunately, a tendency for "foster work" to stretch on for years, and all of the dangers of dependency and separation of the client from the real world are here, as with the long and ill-conceived foster care placement of many children.

The sheltered workshop may be looked upon as the "institution" of "foster work." Like any good institution in the foster care field, its performance lies both in the caliber of its institutional personnel and the kind of program they run, as well as in the supporting services given by its social casework and other professional consultative staff. Looking upon the sheltered workshop as a form of "foster

work" makes it easy to comprehend the variety of differences among the shops, and to consider whether these differences are valid as a range of resources in meeting client needs. For example, the question is not whether a sheltered workshop should function as part of a hospital or separately and in an industrial neighborhood of the community. The social worker familiar with foster care knows that there is no absolute as to whether a small institution is better for some children than a foster home. Either can be used. One may be better than the other depending upon the child and the foster parents and the casework service, among a host of other variables. In principle, we say that a good foster home is better than an institution, though for certain severely disturbed children we are not so sure. Perhaps, as there is more experience with sheltered work settings that conform more closely to normal industry, and perhaps with settings that exist in normal industry, we will arrive at the conclusion that there is a type of "foster work" more parallel to the foster home, as the sheltered workshop may be parallel to the institution.

Sheltered Employment Programs Vary Greatly

There is a wide spectrum in sheltered work settings—"foster work" setting, in this parlance. At one end, there are examples, though too few, of normal industry setting up special sheltered departments as transitional for ill or disabled workers as preparation either for return to what they formerly did, or for re-training or re-tooling for other occupations within the industry in better conformance to their residual abilities. At the other extreme are sheltered workshops designed for employing handicapped personnel for the remainder of their working life. Between the industry shop and the terminal

shop lie a wide variety of programs, which the classification of the National Association of Sheltered Workshops and Homebound Programs by no means does justice to. This classification, for the detail of which I refer you to the *Handbook on Sheltered Workshops and Homebound Programs* and the very excellent pamphlet of the Office of Vocational Rehabilitation entitled "Workshops for the Disabled," includes:

1. Industrial workshops for sheltered employment.
2. Industrial rehabilitation workshops.
3. Institutional rehabilitation shops.
4. Industrial and vocational rehabilitation services of a comprehensive rehabilitation center.
5. Industrial home work.

Role of the Social Worker

As a part of "foster work," the role of the social worker and other members of the helping professions becomes more clear. Just as in foster care we would not think of dispensing with social casework, we may come to realize that a social work function is integral to adequate "foster work." Social workers performing in this field, however, will have much to learn about the mechanics of the world of work, the psychology of work and of working, and the dynamics of industry and of commerce. They will have to learn to relate to and become partners with a whole host of professionals new to them, including the businessman, the industrial manager, the efficiency engineer, the personnel psychologist, the occupational and employment specialist, the vocational counselor, the financial advisor and banker, and a variety of skilled and semi-skilled occupations from other fields in which we have learned to practice.

In the concept of "foster work," it is possible to encompass the problem of professionalization of staff similar to the situation in foster care. Bettelheim's Orthogenic School is as much foster care as the county children's home; Gellman's workshop, where the supervisors are all vocational counselors, is as much "foster work" as a Goodwill Industry where the foreman cannot distinguish the id from the ego. Both shops serve definite and important community needs and, as such, are significant resources in the community's health and welfare services; and both should be looked at by all of us in the helping professions with a view to their greatest use in meeting client needs.

Altro Workshops

My own "foster work" program, Altro Workshops, is an example of a sheltered workshop that has tried to keep its bearings between the health and welfare services and the world of real industrial work. It began as a means of meeting a health problem, of supplying carefully graduated work for persons whose convalescence from a chronic illness, tuberculosis, required such a regimen. It was quickly determined that to be valid as a transition to normal employment, it should be as close to the real world of work as possible. It simulates real industry so closely that, to the casual observer and to most of its customers, Altro Workshops is a place of business — not a rehabilitation institution. While the requirements of the work setting call, therefore, for the art and the abilities of the business, industrial and financial experts, from its onset the health and welfare services were recognized as equal partners in the enterprise. The very needs of its clientele, as well as the complexities of managing a business in which these clients are utilized as workers, require the co-

ordinated professional services in the medical, socio-psychological and vocational areas. Teamwork is a *sine qua non* of such a program and existed for us years before it became the watchword of rehabilitation.

Essentially, one might conceive of the Altro Workshops as two distinct structural entities which share certain resources in common. One of these is a health and welfare agency; the other is a business enterprise. These two entirely separate cultural institutions share in managing board, top administration and a clientele which, in one, are patients and, in the other, are workers. A delicate and unusual balance must be maintained between them for the social agency impinges on the life of the business, and the workshop affects the functions of the health and rehabilitation service. Only as a "foster work" program can Altro Workshops be recognized in harmony with its protective ring of medical, social and vocational resources.

Conclusion

The need for sheltered workshops is great. The cost of establishing them is high. The return cannot be measured in profits of the business enterprise, for these are rarely present, but in terms of the larger social and cultural values to the individuals served in terms of their psychological therapeutics, and also in terms of cold economics — the return to economic usefulness, productivity in society, and additions to the tax rolls. Sheltered workshops are a responsibility of both the social welfare and the business communities. They must be if they are to be successful. I suggest the concept of "foster work" to bring home that we, of the health and social services, are patterning our institution in forms that already exist in another field of human endeavor; and this we cannot do with-

out the help and understanding of those who are already expert and professional in the business and industrial world. The development of "foster work" offers a challenge both to business and social welfare, but more so to our fields for we see the clientele who need the service.

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SHELTERED EMPLOYMENT—IV

Planning Sheltered Employment Services at the Community Level

GORDON W. ALLEN, M.S.S.

SHELTERED EMPLOYMENT is not a new idea. Sheltered workshop programs for the disabled have existed for many years and under a variety of circumstances, auspices and settings, and in many different countries. The objectives of sheltered employment programs vary greatly from one to another; so likewise with the circumstances

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which prompted their formation in the first place. Sometimes they resulted from the pressure of many different forces, varying from the inspiration or vision of one single individual who recognized the value of such a program to the pressure of sheer numbers of disabled, such as the casualties of the war. Sometimes sheltered employment services are created by an act of legislation; by the terms of a will; by agreement among several individuals, institutions, or agencies; and even as a result of a random thought that funds resulting from a telethon could be "justified" by setting up a workshop program for the disabled, without any reference as to whether one was needed

in the community or whether one already existed.

As might be expected, the kinds of persons served vary too, and the purposes of the programs are often determined by the nature of the disability of the persons or group of persons served. Among the more familiar are workshops for the blind. There are workshop programs for the orthopedically disabled, the cardiac, the convalescent-tuberculous, the mentally ill, the mentally retarded, the arthritic; in fact, for almost any kind of disability or combination.

The Sheltered Program and the Economic Problems of the Aged

There now is a growing awareness of the fact that there are large numbers of people, millions of them, in fact, for whom income maintenance is becoming a pressing problem. This has come about in spite of our social insurance and retirement programs and much of it, of course, is due to the tide of inflation in which we find ourselves engulfed. Our efforts up to now have been largely focused on the disabled persons of so-called "working age." However, what about these millions of persons in the over sixty-five age bracket for whom little has been done? As Dr. Leo W. Simmons of Yale University has put it, "Now we insure more and more life with less and less in it." As he points out, civilization has created more problems for the aged than it has solved, and we certainly have not solved the economic problem for this growing group of older people, which is now estimated to be 14,500,000 and which by 1975 will be 20,700,000. Besides being on the verge of — if not actually existing in — a condition of economic dependence, many of these people can expect to become victims of long-term chronic illnesses, which in themselves we know are financially

devastating. We are beginning to realize that people with handicaps — with different kinds of illnesses and in different age brackets — do have potential productive capacities which through re-training, readjustment, rehabilitation, if you will, can enable them to continue as productive members of society. It is being suggested in some quarters that sheltered employment may be a partial solution to this problem.

I think it is worth mentioning at this point that until fairly recently rehabilitation was largely thought of in terms of rehabilitation for employment. There has been much value in that. Programs for making people self-supporting have considerable appeal and have obtained wide community as well as legislative support. It is important, however, to realize that for some individuals, the rehabilitation objective may be a higher level of self-care; and the goal of sheltered employment may be only partial support or the finding of new ways of putting new interest and zest into an otherwise dull existence.

Problems of Planning Sheltered Employment Services

So much for a quick look at some of the aspects of this problem that face us at the present time. What about the planning of sheltered services? What is involved? Who is planning sheltered employment services? Are there any blueprints that can be followed? What is the best plan for a community? Should every community have a sheltered employment program? How does one go about determining whether a community needs and can support a sheltered employment program? Who should take responsibility for operating a workshop or an industrial homework program? What should be the relationship between the two?

Should sheltered employment programs be designed for those who are unable to obtain employment in the open labor market, or should they be thought of only in terms of providing a form of rehabilitation training that can enable certain individuals to develop sufficient skill to compete in the open labor market?

These are all important questions and we can't fully answer them here. But they must be answered by the local community that either has now or is planning a sheltered program. I should like to point out some of the important elements which, in my opinion, should be followed in planning any program in a community. I have hinted at some above. Dr. Jack R. Ewalt, director of the Joint Commission on Mental Illness and Health, in commenting on the need to spend funds for research into ways of meeting the problem of mental illness and health, said: "The sums are small when compared to the amount of money that can be wasted through creating services without an over-all concept or plan of the services needed to solve these problems in a particular community." Actually, that statement sums up everything that needs to be said as to why some good solid thinking has to go into the development or planning of social welfare services in the community, be they mental health or income maintenance programs. In the first place, few social welfare programs — and this goes for sheltered employment programs too — are self-supporting. By their very nature they cannot be. We might almost say they should not be. The reason for this is that no sheltered program can exist as a separate entity. Essential to its successful operation are other services of a social welfare nature that will require support from the community. Thus the community has a stake in the programs and a right to know that the programs

they are being asked to support have been carefully thought out in relation to other welfare services and are justified on the basis of proved need, as well as quality. May I say that the citizen must also be given an opportunity to participate in the study and planning of its services. But this is another major topic in itself.

What I am saying, therefore, adds up to this. Any program must be based on need. Those individuals, agencies, legislators or anyone who has an awareness of a need in the community should refer his concern to the proper community welfare agency best equipped to look into the problem. Usually, this is your Community Welfare Council. It should be the Council's responsibility, then, to explore the presenting problem, determine its extent and relation to other community problems, assign a priority rating to it, and establish the necessary mechanism to pursue it further if this is indicated. Among the things that will then be determined are the resources we now have in the community to meet this expressed need. What is the extent of the need? In other words, how prevalent is it, how serious is it, and should it take precedence over other urgent needs? How does a possible program designed to meet this need relate to the total balance of social welfare services in the community? Who has a stake in the problem and should be brought into a consideration of it, even to the extent of participating in the exploration and necessary fact-finding, as well as working out any proposed solution? To what extent is the community in a position to support a program to meet this need — support in terms of money as well as attitudes and understanding? Further, what plan of action seems most suitable for solving this problem locally, and to what extent are national and state resources, both voluntary

and public, available to assist? These, it seems to me, are a few of the essential factors that should be considered with respect to the planning of the services.

For the benefit of those who will be participating in the planning of sheltered employment programs, I should like to mention the institute on rehabilitation center planning held in Chicago early this year. The proceedings have been published by the Conference of Rehabilitation Centers. Although their focus is on planning of rehabilitation centers, the principles and processes involved are equally applicable to the planning of sheltered employment programs. We have copies available for loan from our reference library as well as several reports on local studies on sheltered programs. Other sources of information include the library of the National Society for Crippled Children and Adults; and of course the *Handbook* of the National Association of Sheltered Workshops and Homebound Programs is a standard reference on the subject.

Fortunately, there has just been published, in addition, by the Office of Vocational Rehabilitation a comprehensive volume entitled *Workshops for the Disabled*. This publication covers ten major categories of subjects, namely, rehabilitation workshops, sheltered workshops, special workshops, industrial workshops, vocational adjustment centers, work classification units, vocational diagnostic units, institutional workshops and industries, occupational training centers and workshop homebound programs. I heartily commend this volume to you.

Government Participation in Workshop Planning

I was asked to include some comment on what governmental agencies are especially interested in this problem and what the legal base might be for

their participation in the planning of programs at the local level. There are two important federal agencies with state-level or regional consultation services which local communities may get in touch with. First is the Office of Vocational Rehabilitation. The OVR is obviously very much interested in the matter of workshop programs but with emphasis on workshops as a rehabilitation resource. The OVR thinks of workshops in connection with newer uses such as adjustment training and transitional employment rather than for terminal employment.

I am advised by OVR also that they are presently engaged in planning a conference on the techniques and principles of using workshops as a rehabilitation resource. Under federal law, a state vocational rehabilitation bureau may not participate with federal funds for the building of new facilities. It can, however, financially assist in the remodeling of an existing facility and, in addition, may grant funds for the construction of a new wing or unit of an existing building in order to enlarge it. The OVR is particularly interested in the establishment of additional occupational centers for selected disability groups, such as mentally retarded and cerebral palsied, and has asked Congress for authorization and funds to conduct during the coming year a demonstration program to show what can be done in this respect. During the past three years OVR, together with its affiliated state agencies, has made hundreds of small grants to workshops and other community facilities to improve their programs by adding to their equipment or their professional staff. I am sure you are all aware likewise that the state agencies are able to purchase services on a continuing basis, provided such services relate to a rehabilitation plan for individual cases.

The Medical Facilities Survey and Construction Act of 1954 amended the Hill-Burton Hospital Survey and Construction Act to authorize the use of federal funds to pay part of the cost of constructing certain kinds of medical facilities, including some for rehabilitation. The terms of the act specified that these facilities must be operated for the primary purpose of assisting in the rehabilitation of the disabled through an integrated program of four areas of service: medical, psychological, social and vocational services. Hence, Hill-Burton funds may be used to expand existing facilities as well as to build entirely new institutions. It is required, however, that when completed the project must include all four areas of services within the facility. Hill-Burton funds may be used to pay a portion of the cost of constructing space for work training activities as part of the vocational service of a rehabilitation facility. However, such funds, like those of OVR, may not be used for space designed as a workshop offering continuous or terminal employment in a sheltered situation. The distinction you will see is that the federal funds are primarily for rehabilitation in contrast with employment only. Hill-Burton funds may be used in the construction of these rehabilitation facilities which may be designed to serve many types of disabilities or a single disability such as blindness. Patients are not restricted to those who can be rehabilitated for employment. The chronically ill, for example, may be served although their rehabilitation objectives may be only a higher level of self-care.

One further point relating to some proposed legislation. I constitutionally shrink from mentioning proposed as contrasted with enacted legislation. The fate of legislative proposals, like that of the national budget, is most un-

certain. However, I do want to mention a couple of bills which, if passed, I think will be of tremendous help to local communities. One is H.R. 2398. It would amend the Vocational Rehabilitation Act to authorize the application of \$2,000,000 annually for six years for "grants to states and public and other nonprofit organizations and agencies for the purpose of (1) establishing methods and techniques for the use of other states, organizations and agencies in understanding the size, essential characteristics and needs of the home-bound population; (2) developing effective and economical methods for coordinating available resources to provide the services needed to achieve the highest possible level of useful activity for each physically handicapped individual who is home-bound; (3) furnishing data on which reliable material estimates may be projected and the future role of the federal government may be determined in meeting the needs of the physically handicapped individuals who are homebound. The second bill I want to mention is H.R. 6982. The present Vocational Rehabilitation Act focuses on the vocationally rehabilitable. The proposed bill would (1) broaden the responsibilities of the OVR to provide rehabilitation services to handicapped persons whose rehabilitation goal may be other than vocational; (2) assist in the establishment of public and private nonprofit workshops and rehabilitation facilities; and (3) other related purposes.

I SHOULD LIKE to close with a statement made by the late Eduarde C. Lindeman: "Changes have come about with bewildering rapidity. Today in contrast with earlier days many aspects of health and welfare programs are considered largely outside the realm of amateur activity. However true this

viewpoint, the community still remains the source — the place where the people live, where the needs are discovered and must be met, and where the final evaluation of any services must be tested and approved." May I suggest

that if we keep this in mind in the planning of sheltered employment services, we will be able more adequately to develop and maintain services geared to meeting the sheltered employment needs of people.

SHELTERED EMPLOYMENT—V

The Industrial Workshop— Destination Unlimited

CARL E. OLSEN
and
MARIAN HELD

Introduction

IN THE EXTENSIVE array of literature about the blind or in conference papers and discussions, there is no phrase which is more likely to set off a good, lively argument than the words "workshop for the blind." It has been a bone of contention since our pioneer days

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because two philosophies are constantly in conflict, neither one of which can entirely submerge the other. Perhaps neither extreme is the complete answer. One philosophy is that terminal employment is the objective, the other that the shop should be only a stepping-stone for training and ultimate placement elsewhere. We are limiting our discussion today to a workshop where blind persons who so choose are provided decent work opportunities, where man (although severely handicapped) may labor and earn his bread. We are not considering the highly subsidized

and sometimes inadequately operated sheltered workshops.

With the impact of the vocational rehabilitation services — federal and state — and with the opening of doors, formerly closed, to the blind and other handicapped people in industrial plants and in business, there is a greater number of sightless men and women than ever before working satisfactorily in this new world. Some alert agencies can keep fully and usefully engaged in such varied services as the adjustment of the newly blinded, vocational training institutes (substantially reimbursed through V.R.S. funds) and day centers for therapeutic and recreational types of occupation. But would some agencies be completely fulfilling their obligation to the blind as well as to their supporters, especially in metropolitan areas, unless they provide continuous and remunerative employment? Our experience make us think otherwise. What then is lacking? We will not equivocate. Our answer is “the production shop.”

The Early Beginnings and Need

Fifty years ago most blind people were not gainfully employed. In fact, very few blind people were gainfully employed. Nor were there many other services, other than the residential schools for children, which were essentially educational. Much has been written and said of the early beginnings of the workshops; no need of repetition here. But it should be said that through the shops it was proven that the blind could become skilled craftsmen, could be given work responsibility, could carry on arduous and exacting job performances. And is it not true that the private agencies depended on their shop programs as an “A No. 1” example, “Light Through Work” motivation, to publicize their work, to enlist the aid of philanthropy in their behalf?

Even more important, such industrial enterprises for the blind have helped to stimulate the interest and support (often resulting in board membership) of successful industrialists whose practical and keen business minds have been greatly needed. We concede without question that the best of the few shops then functioning did not provide even a meager living, and most blind workers were subsidized. Even so, those thus employed had some sense of accomplishment, some satisfaction in their jobs. Before 1929, few wages were good, the majority minimum — but blind people were working. During World War I, some isolated factory assembly work became available to the blind. Besides newsstand operation and piano tuning, there was little other regular and remunerative employment for a blind man. There was little pre-training. It was on-the-job training at the shops, and surprisingly good training it was. Came the depression and the struggle to keep the shops going and the survival of the shops finally through the 1939 Wagner-O'Day Act and the magnificent impetus given by National Industries for the Blind.

Growth and Expansion of Agencies, and Relation to the Workshop

With the tremendous advances in social work in the past twenty years, and the attempt to apply to work for the blind the newer professional theories and techniques, came new concepts into our field. There was questioning of motives and philosophy of our shop policies, and during World War II the gradual shift of blind workers from the shops to outside factories. Any shop which attempted to hold its workers was condemned and accused of “coercing” the blind, even though the newer opportunities were not of a permanent nature and the shops them-

selves had war contracts. The end of the war again brought about expansion of the shops, but the break had been made, the public was becoming more educated to the needs of the blind, and the blind themselves with the veterans spearheading their demands, sought more advantageous and diversified manners of employment. And the beginning of the vocational rehabilitation services intensified all this, with available government funds, with trained counselors and placement officers. No longer were the shops given preference as placement objectives for the better qualified workers—even those with mechanical and manual ability. It was considered more desirable that such blind workers be placed in outside factories. The contention of some workers in our field, the newcomers as well as some of the old-timers, was that the sheltered workshop had ceased to be a facility where production was a prime factor; that it should now function rather exclusively as a training center, with the intent to place the most capable in outside industry, and the shop geared to meet the special needs of the less capable, the incapacitated and the elderly. This was the theory—how many shops actually conformed has not been determined. We think most shops have wisely steered a middle course.

DISTRESSED BY the difficulty of selling their products, except at a loss, or stimulated by a desire to avoid the heavy demands for working capital for providing inventory of raw materials, or by the conviction that many less gifted blind workers can be trained more easily to perform assembly line work, some industrial workshops have developed a substantial amount of “contract” work, reducing their production of manufactured goods accordingly. We shall not attempt a discus-

sion of the advantages and disadvantages of “contract” work, hoping that at a future AAWB meeting this may have the fullest possible discussion.

Relationship of a Self-Sustaining Workshop to the Whole Service Agency

To illustrate the function of a self-sustaining workshop, as conducted by the Lighthouse, we note briefly that the Training Division of the Department of Direct Services of the New York Association for the Blind, where in 1956, 117 men and women were given prevocational training, is physically separated from the Lighthouse Industries (Workshop for the Blind) which is decentralized, and in all but the broadest policies and financial backing, operating independently of the mother agency. The Training Division is one of twenty-nine services of our agency. There is, however, an ever-present bond with our Industries, and close coordination through our liaison training and placement workers so that the blind may be given the ultimate in services. The Training Division is utilized for special training in projects under sponsorship of the Lighthouse Industries; the Industries is used in some instances for interim period employment until outside placement is completed, or as a permanent placement objective, depending upon the individual needs. We have no hard and fast rules and are flexible in our procedures and policies. We desire only the best placement for the blind person, and oftentimes the best placement is in our shop.

The Shop—Considered as a Permanent Employment Objective

Now let us briefly review the advantages to any blind person employed in the Lighthouse Industries. He is assured of a steady job, vacations with

sick leave, a good chance of advancement; he is not pitied or treated as an "outsider"; has desirable working conditions, fringe benefits including insurance, hospitalization, pension; a relaxed feeling and ease that he is understood; he expends less nervous energy to "keep up"; he has a feeling of security for the future; the management is personally interested and concerned about him and his job, and certain concessions are made in his behalf (yes, this is done and admitted); he has the comforting and sustaining mental attitude that his fellow workers are similarly handicapped, and the good fellowship of being with those having similar interests, and the fact that he is working at the Lighthouse Industries is a matter of personal preference. The disadvantages as others may see them might be a feeling of an "end"; the natural jealousies and pettiness sometimes more accentuated in a shop; fewer sighted people encountered on one's daily working hours; perhaps the feeling of not being a part of the "normal world" — this might especially affect one with partial vision; that he is "different" — (however, in a good industrial workshop after a time excellent adjustments have been made and these attitudes forgotten). Now let us compare these differences with employment in a "sighted" factory. Nowadays there are the usual advantages of health and insurance benefits in many places, and the blind man is eligible for all as a fellow worker. Some blind people need to feel the satisfaction that they work alongside sighted persons. On the other hand, he may never feel quite secure in times of business depression or factory reorganization because of lay-off and seasonal work; and management is not necessarily dedicated to his employment. Also, unless he is exceptionally capable and aggressive he has problems of com-

peting, of meeting minimum production quotas established on basis of vision, and he may feel he is being tolerated just because he is handicapped. Also, his chances of promotion and advancement are negligible and in some instances non-existent.

Additional Advantages of a Production Shop

Why do some of our fellow workers emphasize the desirability of placement "on the outside" and speak with less respect and understanding of the workshop which strives to operate on a business basis? By contrast, our blind employees can and do take a just pride in their accomplishments. We asked some of our blind workers how they felt about their employment in the Lighthouse Industries where the manufacture of a "quality line" is involved and the products have acquired a high reputation. Their answer was that they thought their work was "important." Isn't doing something important the crux of the whole rehabilitation motive? (For the year 1956, the average weekly wage was \$53.26 plus \$8.93 in fringe benefits for *men*, and \$44.32 plus \$7.43 in fringe benefits for *women*, with no certificate of exemption required since we meet the \$1.00 per hour minimum wage.) We would like to emphasize the psychological effect upon its blind employees when the workshop attains financial independence. Is this not a great and real morale booster? They *know* that their products are good enough and represent enough value to pay their own way. Here we have incentive to work, the gratification of a job done competently and all that entails, rather than the atmosphere of a highly subsidized shop with its implication of sub-standard workers supported on a charity basis.

Since employment in this type of workshop is "terminal" for most blind

workers, even in those agencies most strongly recommending "moving out into industry" the employment offered should be of the highest possible caliber. The more severely handicapped who fall into this category are in need of rehabilitation even more than those who are ready and suitable for outside placement. We strongly feel that the quality of a shop should not be sacrificed for the few especially qualified workers who want outside work. On the other hand, these capable workers who choose to remain in the production shop do so of their own free will, because they feel "important" and necessary in their jobs. And necessary they are, because through their efforts and better skills, we are enabled to provide other good jobs and opportunities to those who need them. Surely, aren't capable blind persons who are doing important work in a shop equally as essential to the agency program as blind persons on the staff in administrative capacities?

Policies of Lighthouse Industries

We raise the question, which applies to any kind of shop — What about production schedules which must be met regardless of whether a product or assembly work is concerned, and how can customers be retained if orders are not filled on time? Here again, we must be concerned with the majority of blind persons in workshops who are entirely dependent on the shop. We believe it is a greater wrong to deprive the least fortunate of such opportunities than to retain a more capable person in the workshop. Frequently the statement has been made that the more capable blind should be moved out in order to make room for others. In our case, the employment of capable blind persons has enabled us to provide more jobs for those who would otherwise be

unemployed. One job requiring skill carries with it other jobs requiring less or no skills. Without the first, it would be most difficult to have the others. Thus, when the shop prospers and the operation needs little or no subsidy, funds contributed to the agency may be applied to those other social services which must be financed. On the other hand, the Lighthouse has always maintained a broad point of view in the matter of employment. We are glad to report that we have close contact with almost 1,000 blind people in all types of outside endeavors including clerical workers, newsstand operators, factory workers and those engaged in business enterprises as well as those professionally employed.

ABOVE ALL ELSE, we believe that blind persons, as do sighted, have an equal right, insofar as possible, to choose their own manner of working and living. Under our liberal placement policy, a shop employee is given three months' leave of absence to try an outside job, should this be desired, and is encouraged to do so with no strings attached and no bridges burned. We recognize that sometimes this provides an opportunity for both employee and employer to evaluate each other. If the placement is not successful, the worker may return to his former job with no loss of seniority.

It may be fitting here to mention a few pertinent quotations from "My Blessing and Not My Doom" by John Luther:

"We need work desperately. We need it to absorb our mental and physical energies. If these energies are not expended in constructive fashion, they turn inward, and poison our minds and bodies with restlessness and dissatisfaction. We need work to give us a feeling of being needed, wanted, and useful. We also need it to give balance

to our lives; without work, rest and relaxation have no meaning."

Would not these remarks apply even to a greater extent to the blind? It is our solemn duty to provide job opportunities to *all* the blind persons we can — the more capable as well as the less capable. We reject emphatically the contention that it is wrong for a workshop to strive for financial independence. The success we have achieved has been possible only because we believed that it could be done. Efficiency cannot be obtained by admitting its unattainability. As in everything else, the approach must be positive, never negative. By reducing the handicap of blindness through efficiency and modern equipment, with modern merchandising and an adequate sales program, products of quality can be made and sold without seeking any special favors. It is quite feasible to select products varied enough in their manufacturing processes to provide jobs falling within the scope of work limitations peculiar to the blind. And the development of special equipment for their use certainly falls within the category of work simplification and increases the productivity of the individual worker, which is similar to the efforts of modern industry in all types of plants. Henry Viscardi, the dynamic head of Abilities, Inc., surely would encourage an employee to change his job for a better opportunity elsewhere, but meantime he will provide the best possible earning opportunity within his own shop. We, and the great majority of our 160 blind employees have this same feeling.

Conclusion

Let us define rehabilitation. Is it not the result of the various stages of adjustment which finally enables the individual to live in dignity and ordinary contentment, to earn a liveli-

hood and to acquire a feeling of independence for which we all strive? What matters if this can better be accomplished in a workshop for the blind than elsewhere? Who is better qualified to express an opinion on this subject than blind persons actually employed? Haven't we had enough of "We know what is best for you"? What about the demonstration we give of the ability of blind persons? We think it is stimulating and gratifying to the general public, our contributors, to find blind people advantageously engaged in a well-operated industrial plant, many with work tenures of twenty or more years. How better can we prove what the blind can do than by demonstrating their ability in a self-supporting shop, where the individual competes with others on his own level and there is more reason that he strive to become a capable worker? By providing decent jobs in our shops, we give the blind a basis for better evaluation of work opportunities offered; any outside job, no matter how menial, should not be the only choice. To the Lighthouse as a whole our Industries has served invaluable in providing to a great many blind men and women a splendid opportunity for employment. Here we have had an outlet, continuous for half a century, without which we would have been indeed sorely tried to find suitable work opportunities for deserving blind men and women.

We are certain that all we have said is not the final word on this vital subject, affecting the lives of many sightless people. Surely, however, by open discussion of this kind by the most experienced in this field, there will be better planning and accomplishments. None of us is 100 per cent right or all-wise. What we all seek is the ultimate best kind of future for blind people, whether in our shops or elsewhere.

Vermont Pilot Study on Industrial Homework

M. ROBERTA TOWNSEND

The Pilot Study here described is a direct outgrowth of the Workshop on Industrial Homework (representing thirty-one states) held in Washington, D. C., in March 1954, under the joint sponsorship of the American Foundation for the Blind, National Industries for the Blind, and the Office of Vocational Rehabilitation. At the close of these sessions, the sponsoring agencies were asked to activate the findings of the workshop through a demonstration pilot study preferably in a rural location. It was also stipulated that such a study be integrated so as to serve all disabilities.

At the request of the Department of Welfare, Division of Services for the Blind, and the Department of Education, Division of Vocational Rehabilitation, of the State of Vermont, the AFB and NIB consented to sponsor the pilot study of industrial homework in that state, in conjunction with the OVR, and carried it through as here set forth.

THE VERMONT PILOT STUDY officially came to an end March 30, 1957, completing two years of intensive research and demonstration in an effort to prove the practicability of offering regular employment to the homebound disabled person in a rural state at a reasonable cost in relation to the dollar earned. This was our charge and this we have done.

It has been both a short and long two years — short because of the hot breath of demonstration blowing down our necks and long because we were

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This article is adapted from a report to the annual meeting of National Industries for the Blind, held in Washington, D. C., in May of this year. Industrial homework, as a form of sheltered employment, properly comes within the purview of this symposium, although it has received far less attention in the past than have shops in which handicapped people come together to work.

anxious to know the answer. It is good to be able to report that the results are more than satisfactory.

Before we get into the figures in this report, which are of practical interest to many, I would like to say a little about some of the things we have found out about industrial homework and some of the important facts which must be identified and established before such a service may be undertaken in any particular state.

We are aware of the fact that those individuals who are disadvantaged by physical disabilities do not constitute a special segment of society, but represent a cross section of their community and assume the sociologic pattern indigenous to their environment.

Background of State Pattern

Because we are so well aware of the entity of man whether handicapped or not, we will recognize the fact that before fundamental change may be offered or effected in any existing social

grouping it is important at the outset to observe and respect the known patterns presently functioning. Tradition may be so firmly entrenched that change may not be readily regarded as improvement. Because of this, the new should be approached through review and study of existing conditions and requirements rather than by the imposition of preconceived planning.

The etiology of customs which have the force of law, the topography, climate, population, sociologic and economic substance of a state are of intrinsic importance. For this reason, the following facts were of necessity collected and studied during the first weeks of the study:

1. Historical background of the state.
2. Total population (rural—urban).
3. Number of square miles, topography, climate.
4. Number and location of larger cities (population).
5. Important industries.
6. Manufacturers (number employed, average earnings).
7. Status of individual relief related to over-all income and per capita income.
8. Amount of public tax funds within the state.
9. Number of public and private agencies serving the disabled.
10. Number and characteristics of the blind and physically disabled persons considered eligible for homework. The quantity and quality of services available to them.
11. Organized labor's attitude toward employment of the handicapped.
12. Number and activity of civic groups and service clubs.

We will not stop to spell out all of the facts in detail but will touch upon such highlights as prove the need for sound understanding and appreciation of a people and the state in which they live before constructive and intelligent help may be offered to them.

Prudent and frugal, hardy and active, the Vermonter of today views change

analytically. He does not plunge or take chances. He acts upon his own personal convictions. In his own words he "will not be pushed."

THE TEMPO OF LIFE in this rural state is unhurried. Contrary to a popular conception Vermont is not largely farmland. It is made up principally of small towns, few over 2500 in population. The general store, descendant of the trading post, that retailing institution of frontier society, is a focal point in town life. Here fellow townsmen meet and review the local and state news and views with which every man and woman is conversant. It should be noted by all of us that the general store continues to perform a minor function in our present-day retailing structure.

In a population of 377,747 persons (about the size of Memphis, Tenn.) 36.4 per cent are found to be located in urban areas.

The 9,609 square miles of the state are divided down the center by the Green Mountains. The location of this lofty range, known for excellent winter sports, creates a problem in transportation for there are few places where year-round cross-country travel is possible.

There are 110 to 160 days between hard frosts, and during the long winter months heavy snowfall is experienced the full length of the state. Topography and climate affect fundamental economic conditions. Temperatures which drop to 60° below zero cause acute problems in the performance of industrial homework. The answer, we must admit, has not yet been fully given to the question: Are there areas where it would be hopeless to try to support rural services on a year-round basis?

Of the five larger cities, Burlington has the greatest population with 33,155.

Some of the important industries are



Governor Joseph B. Johnson, of Vermont, is shown signing the bill which made the industrial homework program a permanent program for Vermont. With the Governor, from left: Francis Irons, director of the Division of Vocational Rehabilitation of Vermont; Donald Dabelstein, assistant director, Office of Vocational Rehabilitation, Washington, D. C.; John Miller, Jr., superintendent of the Industrial Homework Program; John Ireland, homeworker, and Miss Virginia Cole, director of Services for the Blind in Vermont.

marble, granite, talc and slate. Bulk milk is supplied to New England and New York (6,000,000 cows are owned by the Ayershire and Holstein—Fresian Cattle Breeders Association). Turkeys, fruit, corn, potatoes, cheese and maple syrup are produced in quantity and marketed.

One thousand sixty-eight manufacturers produce machinery and tools as well as wood, paper, stone and cement products. A large percentage employ from four to fifty workers; a very small minority show employment of 100 to 500.

Low in the national median of family income, Vermont does not sustain a buying power commensurate with its productivity. Most of its industries must seek out-of-state markets for support. This fact assumes significance in the operation of an industrial homework program where the disposition of goods is as important as their manufacture.

A state-wide economic change is presently in process, manifest in the

installation of big business interests in various selected areas. At this experimental stage, it would be impossible to conjecture upon the outcome. It is said, "There still exists in Vermont today the pervasive spirit of individual enterprise and effort." To effect congeniality between the small one-man establishments and large industrial plants is not a short-term undertaking. It will be interesting to follow this attempt at growth and expansion. The movement poses a question: Will it change the character of the rural population, and if so, how?

The Worker and His Problems

We have briefly sketched the state pattern into which it was necessary to blend our program if it was to become a useful instrumentality for those citizens who live within it. Now we would like to take you behind the scenes and highlight some of the detailed operations of industrial homework, the most difficult phase of sheltered employment.

Why do we say the most difficult

phase? The answer to this question must be compounded three ways: first, consideration of the worker in his home; then the work; and the third dimension of the problem is how they may be effectively brought together.

WE RECOGNIZE that the workshop, contrary to industry, is concerned with the successful employment of the worker rather than the production of a commodity for profit. Industrial homework, like the shop, pursues this marked inversion of industrial conduct and is concerned with the responsibility of the worker also. The worker in the home setting, however, presents all of the workshop problems plus many more which his environment creates.

It is almost certain that the home-bound individual will have had little if any training or work experience. If he suffers from a congenital and severe handicap, he has probably been deprived of the natural inter-personal relationships of schoolmates and playmates. Thus he may lack certain motivations which activate the normal drive to achieve or to compete. He may be frustrated, timid or wholly dispirited. He may have accumulated exaggerated and unrealistic notions in regard to job requirements or his own capacity or limitations in proportion to them. He may be demoralized by earlier participation in a poorly planned work program from which he gained little or no benefit and his response to your proposition may indicate "No, thank you, I've heard all this before."

The period of adjustment and training for the homeworker is apt to be lengthy. He does not have the benefit of the shop setting in which he may learn disciplines, work habits and work performance sparked by the heartening companionship of fellow trainees.

It will be necessary to create in kitchen, living room, bedroom or

shack an appropriate work area which the worker as well as the family must learn to respect.

The pervasive role of the family in the home picture should not be minimized. A critical, doting or negligent attitude may destroy the entire working relationship, making it impossible to continue. Anxieties and insecurities of the worker may stem from a network of complexities with which he is surrounded, and from which he cannot extricate himself. The professional and technical skill of caseworker, counselor and instructor must form a consolidated support upon which he may comfortably lean as he works his way out of his difficulties.

Needed equipment must be arranged for and installed in space which may be crowded, unsuitable, unheated or overheated. The actual training and instruction must be carefully planned in accordance with the needs of the individual. The instruction period may be a prolonged term of trial and error, in which all the pieces of the puzzle, such as the type of work suited to the individual, his attitude toward it, his family, the space in which he must work and the time and mileage it consumes to reach him, must be carefully fitted together.

An essential and difficult responsibility in the development of a homeworker is the need to instill in him that intangible something which will activate his interest, enthusiasm and pride in his work and at the same time arouse in him the sense of obligation necessary in a worker-employer relationship. We must make all of these elements tick for him in his own terms so that he may fully understand them.

The Home as the Locale— Specific Problems

Thus far we have condensed for you the problems of preparing the worker,

and the setting up of an employment situation in his home. The next distinguishing aspect of industrial homework which must be kept in mind is the fact that each and every service, tangible and intangible, must be brought to the worker in his home. Endless time must be spent upon lesson plans, preparation of work units, pick-up and delivery schedules, as well as consideration of daily emergencies which present themselves, such as breakdown of equipment, work improperly done, work found to aggravate a disability and which therefore must be changed. Maybe the worker becomes snowbound and cannot be reached or maybe he may decide after all the painstaking training he just doesn't want to do the job. Any one of these, and many other unforeseen breakdowns will require emergent shifts in procedure.

Quick decisions, quick repairs, quick reshuffling of work loads, consultation on the part of caseworker, counselor and instructor will be needed, for always paralleling the necessary concern for the worker and his well-being is an equally serious obligation to industry. Deliveries of finished work must be made on time. This demands hard, fast, intelligent handling of a wholly unpredictable routine; only thus is a necessary balance maintained between the acute demands and disciplines of business and this admittedly deserving but variable manpower.

WE URGE YOU to note well these two singular characterizations of industrial homework — emergent and unpredictable — when you are seeking staff. Over and above formal educational background and experience you must look for flexibility, imagination and certainly speed in the meeting and adjusting of the manifold changes which persistently occur. We would also sug-

gest the added blessing of a sense of humor.

The kind of work and how to secure it is another dimension of the problem. It can be said unequivocally that the only way to get work is to go after it. This, too, is a piece of the complicated puzzle to be carefully fitted into place. Not only must each job be considered in relation to the capabilities and limitations of the individual candidate to whom it is to be offered, but there are certain over-all restrictive conditions to be met. Weight, bulk, cleanliness, noise (in relation to worker, family, neighbors), involvement of volatile substances, or an operation needing too much supervision, are some of the various elements by which acceptable operations may be judged.

DISTANCE TO BE COVERED can also be a deciding factor, not only in cost involved, but in relation to delivery dates to be met. Topography and climate are additional features if the program is to be carried on in a rural setting. Long and hard winters with the closing of certain roads may exclude some workers for a period of months. The lighter and smaller the work unit, the easier the problem. For example, to be able to rely upon parcel post after the training period has been completed not only reduces the cost of transportation but opens up opportunities for a greater spread of work. Time, of course, must be spent upon inspection, processing of job tickets, payrolls, withholding tax and social security deductions. It is important that all the necessary records be kept in accordance with proper business procedures, and in the matter of wages that strict adherence be maintained in relation to the minimum wage laws.

The type of work to be secured depends entirely upon what may be available in or reasonably near the com-

munity. It is interesting to note, just for quick comparison, the wide variation among the states in available manufacturing opportunities. New York, the highest, has 50,628 industries listed; Kansas, in which an industrial homework operation is being carried on, 2,151. Nevada shows the smallest with 181. The District of Columbia reports 489.

Sub-contract in the form of light assembly is by far the easiest. If, however, this is not available, some staple article or articles for which there is a known market may be successfully manufactured in the home.

AT THE RISK of seeming repetitious we feel it is vitally important to emphasize the fact that work to be secured for each industrial homework program must be predicated upon such opportunities as exist in proximity to it. To arbitrarily list types of work undertaken by other programs is of no material assistance, for it is not possible until a careful study has been made to foresee whether similar opportunities may be available for the program in question. Too often job ideas are lifted from one location to another without proper regard to the many factors involved. This is an error common to both workshop and industrial homework planning. In the case of industrial homework, a program may lag badly because random suggestions have been solicited from unrelated quarters, instead of planning for proper development of local work potentials. It is interesting and sometimes very helpful to learn what other agencies are doing but resources at hand should and will furnish job openings if they are conscientiously analyzed.

It must be pointed out, in anticipation of production in the home, that contrary to the shop where the work is brought to the worker at his bench

and collected from him, the homeworker will have to set up his own system. Unless he has capable and willing family, this multiple handling will constitute a plus time factor in home operation.

Earlier in this report we pointed out the emphasis upon small business enterprise in the state of Vermont. Last year we were concerned with an intermittent flow of work. This creates a real problem in both the planning and carrying out of work schedules. The small manufacturer does not stock sufficient raw material himself, so that sudden shortages occur, or he will not build up inventory beyond his known orders. This causes uneven pressures or stoppages of work. Here is a good example of the unpredictable and the emergent with which industrial homework may have to contend.

Eighty-two industries were contacted in the state, out of which six jobs were secured. Five hundred letters of solicitation were sent out of the state, from which two opportunities were realized.

To publicize the program, short tape-recordings were prepared, describing the industrial homework service. These were reproduced on records and were accepted by fifteen radio stations in the state. They were run as spot announcements timed for the businessman to hear. Rehabilitation services were not featured, but the emphasis was on industrial homework as a practical facility for industry to use in the expansion or simplification of manufacturing activities. This was a successful project as it brought industry to the industrial homework office.

Objective Achieved

Analysis of the figures clearly indicates that our objective has been reached. We can say now that it is possible to offer regular employment to the homebound disabled person in a

rural state at a reasonable cost in relation to the dollar earned.

We have carried on the study for two years at an annual operating figure of \$20,000. This we believe to be a fair estimate of the minimal cost of such a service in a small state. For the last five months we have been showing an average monthly expenditure of \$1,400. We feel that it is safe to assume that the program, which is statewide in operation, may continue and expand upon the same budget to include more homeworkers.

During the first year, including the period of organization, we reported a cost of \$5.00 against the dollar earned with a healthy decline of cost showing at the end of that year. The first five months of the second year reflected a cost of \$2.23 for the dollar earned. In January of this year the cost dropped to \$1.34 and the last two months of the study, we are happy to say, show an 85c cost for the dollar earned.

As dollar for dollar was our goal, 85c is a very gratifying figure upon which to end.

One hundred thirty-six persons were contacted during the study and fifty-six received work during the two years. Thirty individuals were on the final payroll. The total payroll for the first year was \$1,813; for the second it was \$10,265.

Blind clients have fairly consistently represented an average of 50 per cent of the total number employed. A real problem exists in a situation such as Vermont represents. The homebound blind have over a period of years been exposed to a very unrealistic work experience and so have become demoralized. Their earnings in a majority of cases have ranged from \$6 to \$70 annually. They have, in our experience with them, been inclined to give up very quickly on any regular work schedule and to look with some degree

of doubt on the possibility of earning useful wages. Time, we believe, will correct this.

The earnings of all clients, blind or disabled, have ranged from \$5 to \$22 weekly. The average seems to be leveling off at \$15 to \$18 weekly.

The high marks of cost in a program such as this show up in instructor travel, pick-up and delivery, and telephone. The instructor traveled a total of 21,485 miles during the second year. The second year a suburban carry-all car was purchased for pick-up and delivery which rolled up 35,000 miles in the one year. To accommodate the 500 to 1,000 pounds of work units carried daily, it was found necessary to trade in the carry-all for a route delivery van which is presently in use. The industrial homework office has handled 10,500,793 units of work.

The question is so often asked of us, "Why not pay the homebound individual a flat sum of money and forget a difficult program of work?" We would attempt to answer the question thus:

Steady work at a reasonable rate of pay provides an opportunity for the worker to

- a. Conceivably prepare himself for competitive employment.
- b. Reach a level where he could wholly or partially support himself.
- c. Meet a deficit in his relief budget.
- d. Accumulate social security benefits which will prepare him for his old age.
- e. Help prevent disintegration of the family unit.

So ordered is our society, that each man who desires it may seek his own economic independence.

Who among us would agree that a charitable gift, no matter how abundant, could substitute for man's right to earn his own way — in his own way?

"RIGHT TO ORGANIZE," GREETING CARD MAILINGS

MAJOR THEMES OF FEDERATION NEW ORLEANS MEETING

*Specially written for the New Outlook by Robert Wagner,
New Orleans Times-Picayune staff writer.*

TWO HIGHLY CHARGED topics, the "right of the blind to organize" and the greeting card mailing controversy were given center stage importance by leaders of the National Federation of the Blind when it convened in a climacteric convention this past mid-summer, July 4-7, at New Orleans.

Approximately 750 persons joined in what may be described as a convention on the surface free of internal conflict but unmistakably geared to advance the Federation's partisan strength, its philosophical banner, and its financial resources.

Dr. Jacobus tenBroek's address, "The Right to Organize," pointed up the extensive and pointed goals to be sought by the Federation through legislation, notably the measure known as the Kennedy bill to protect the right of the blind to self-expression.

The Federation's chief crusader and president depicted the Federation as an "embattled organization" and said the attacks against it had "vastly increased in number and bitterness," and had gone beyond the scope of mere differences of opinion. He said the Federation's motives had been impugned, and its representative character denied. He said assaults on the National Federation of the Blind by many agencies for the blind have meant that these agencies "have thus in fact become agencies against the blind."

"Plans have been laid for the clear and unmistakable purpose of our destruction," he said. "Nothing less is sought than our extinction as an organization." He said it was particularly

"shocking" that these attacks should come from the agencies for the blind. He emphasized that not all agencies were engaged in this attack.

He warned that if the "oppression" continued, the "agencies will ruin the blind, or the blind will ruin the agencies." He said, "No struggle is more intense than that of the struggle to survive. At stake is nothing less than the right of the blind to organize."

The speaker said many of the agencies "work cooperatively with the blind and are doing a laudable job, but some of those who hold themselves out to the public as serving the blind and advancing their welfare today spend their time and the public's money making war upon the blind and retarding their progress toward full membership in society."

He said it appeared strange that in this age the right to organize should be questioned. He said the Federation must "avow and defend" its principles, and must "awaken the public and stimulate the government." The right to organize, he said, was firmly based in law, morality, logic and common sense: "It is a human right, a constitutional prerogative, and a public duty."

"The right of the blind to organize is an immediate and urgent obligation," he asserted, while the rights of self-determination and self-expression were corollaries not to be lost.

He quoted the "blatant utterance" of the executive director of a private agency. The quote was, "A job, a home, and the right to be a citizen will come to the blind in that generation when

each and every blind person is a living advertisement of his ability and capacity to accept the privileges and responsibilities of citizenship. Then we professionals will have no problem of interpretation because the blind will no longer need us to speak for them, and we, like primitive segregation, will die away as an instrument which society will include in its historical records.'"

Dr. tenBroek commented, "Let us hasten the day when he and his kind will die away." This remark was greeted with generous applause from the assembled delegates. "We want now the recognition and the authority to make our voices heard in society and government," he declared. "This is a natural right, derived from the moral law and from God. No need is more instinctive or more natural."

The Federation president said the blind were being denied their humanity, through the movement aimed at depriving them of their "inalienable right of common association." He said this movement had the "trademark of tyranny."

He said the agency leaders opposing the Federation were "shrewdly correct" in their awareness of the possibilities open to the blind through the process of self-organization. "On occasion the interests of these agencies and the Federation have coincided," he said, "but often they have not."

He said, "No one, I take it, would seriously maintain today that the interests of labor can adequately be represented in a company union, controlled by management." He said that in the same way, the American Medical Association speaks only for organized doctors and not for the general public from which its patients were drawn.

"An organization of social workers," he declared, "represents not the public from which its clientele is drawn, but simply the organized social workers.

It ought to be made very clear what they are organized for, and whom it is they represent.

"So must we ourselves be equally honest. It would be entirely unjust and misleading for the National Federation of the Blind to pretend that we are representative of the lighthouse keepers, or of the sheltered shop managers, or of any group at all, other than the blind."

He said it was clear what the organizations of social workers for the blind were organized for and what they represented. He said these organizations were candid about the nature of their interests and their vested interests. "We may disagree with what they are organized for, but we would defend to the death their right to organize," declared Dr. tenBroek.

He said those agencies opposing the right of the blind to organize on the grounds they were "incompetent to speak for themselves" were also proclaiming "their own supreme competence to represent us and govern over us."

He said there were efforts to bar the blind from participation in the skilled trades and professions, notwithstanding proven ability to perform such work ably, solely on the basis of their blindness.

"Still more pervasive, frequently more rigid and infinitely more frustrating are the defeatist and distrustful attitudes of those custodians and caretakers," he said. To these "defeatist" attitudes were added "attempts to destroy the organized blind movement."

The Federation president traced the history of organizations of the blind, from the guild systems in Europe in the Middle Ages. He said these guilds had a two-fold function: They safeguarded the blind from exploitation, and they provided the sole means of integration into the community, through their re-

lationship with other guilds. He concluded that the Federation exemplified the principles of these earlier guilds, but was relieved of many of their more "regressive features."

Dr. tenBroek criticized treatment of blind workers in agency workshops. He said they were often underpaid, were given none of the usual rights of laboring people, and had no dignity of status. He said treatment of these workers was often "beneath the requirements of the Fair Labor Standards Act."

He went on to cite various agency organizations which, he said, have been seeking the destruction of the Federation. He said a group of executive heads of state agencies at a recent meeting had organized a committee for the express purposes of interfering with the effectiveness of the Federation's state affiliates. He said this group had gone on record as opposed to the practices and policies of the Federation.

He asserted that the attacks against the blind, meaning the Federation, were "not scattered and few." He listed a few "significant events." These were in Texas, Colorado, Florida, North Carolina, and, to a lesser extent, in Arkansas and Mississippi. He cited the directors of state agencies of four of these states by name.

He said Lon Alsup, executive secretary of the Texas State Commission for the Blind, had threatened persons who wanted to affiliate with the Federation. He said H. A. Wood, executive secretary of the North Carolina State Commission for the Blind, would "live in infamy," because he had been guilty of "a breach of public trust," and had a "desperate determination to use whatever means available to block the forward progress of the organized blind."

The Federation president assailed Herman Kline, managing director of the Colorado Industries for the Blind, for a "systematic campaign of vilifica-

tion and repression" against the Federation. He also attacked Harry Simmons, executive director of the Florida Council for the Blind.

"The workers in the sheltered shop and the operators of vending stands among those who receive aid and assistance from blind agencies, are particularly vulnerable to agency pressure," said Dr. tenBroek.

"Extreme pressure can be exerted on these blind," he said. "We cannot judge the actions of those subject to these pressures. They have a weakness common to all mankind." But he added that his admiration went out to those "dauntless" blind persons in agency employment who had held out.

He said the enemies of the Federation "have begun to draw into their orbit other agencies," among which was the American Foundation for the Blind. "For the past year or two the Foundation had been standing on the sidelines snidely sniping at us," said Dr. tenBroek. "But now it can no longer be doubted that the American Foundation for the Blind, or at least some of its principal officers, has thrown in its resources with those bent on a campaign of vilification of the Federation."

He said the Foundation had taken up "a more or less open stand of direct assault and opposition." He said the Foundation had been circulating reports that represented the "malicious work of others about us." One such report, he said, was filled with "misrepresentations and half-truths."

The speaker went on to assail the federal welfare officials, who, he said, were giving the state agencies "a free hand" in their persecution of the Federation. "The servants of the people have become the leaders, if not the servants, of the agencies," he said.

"If the campaign against us succeeds it would be the extinction of self-respect, self-determination for the blind,

and ultimate disintegration," said Dr. tenBroek. "We shall take our case to the highest court in the land — public opinion."

The Federation president delivered his talk on "The Right of the Blind to Organize" at the morning session July 6. It was succeeded in the afternoon by reports of "attacks on the right to organize" from delegates from Texas, Colorado, Florida, and North Carolina.

Delegates Elaborate

Consistently the delegates reported the agency directors in these states had charged that the Federation was employing aggressive and "dictatorial" tactics. Ridiculing these charges, the delegates were able to respond with charges of persecution of the blind, and authoritarianism.

The North Carolina delegate, Mrs. Marie M. Boring, charged, "The blind have no identity as individuals [in North Carolina]. They are being swallowed up in the authoritarianism of the state agency, which is hungry for power and recognition."

The delegate said there was "widespread fear among the blind" of North Carolina, and the "attitudes of the agency were seriously in error." She charged that the state agency was attempting to "create an empire," and a power "not to be challenged or tampered with by the blind."

Currently, the delegate said, the feud in North Carolina between the agency and the Federation has centered upon the state affiliate's attempts to have access to the minutes of the quarterly meeting of the agency.

The delegate revealed that the agency had described the Federation as a band of rabble-rousers and trouble-makers who were creating doubt and dissension in the ranks of the blind.

The Colorado delegate, William Wood, said, "We were rudely awakened

out of a daydream. We were accused of trying to dictate. You are dictating if you demand services to be made available to the blind, rather than the lip-service that comes so easily."

He assailed Herman Kline, director of the Colorado Industries for the Blind, as being "entirely capable of taking punitive action" against the blind who favored the Federation. He lightly dismissed a letter signed by seventeen workers in a workshop challenging the right of the Federation to represent their interest as an incident that "makes clear the nature of the attack upon the organization," intimating they were forced into signing the letter, which stated, "Speak for yourself, don't misrepresent yourself as representing us. because you don't . . . mind your own personal business."

Dismissed also was the agency director's charge that Dr. tenBroek, during discussions with him, had attempted to "dictate" how the agency should be operated, and had demanded information on the internal affairs of the agency.

The Colorado delegate said these protestations of the agency director were merely "rationalization, or a smoke screen" to cover his "true motives." These motives, he said, were to "throttle the Federation because it is the only group that dares to raise its voice."

He complained of persecution from the Better Business Bureau, in respect to the Federation's practice of mailing out unsolicited greeting cards. He complained also of discrimination in the press, of lack of cooperation from the Governor.

The Colorado delegate, like others who aired their complaints at the convention, concluded, "The pressure is on to destroy the only true organization of the blind."

The Texas delegate, Marcus Roberson, complained that Lon Alsup, ex-

ecutive secretary-director of the State Commission for the Blind, had "threatened the security of vending stand operators" who favored the Federation. He charged the director had advised those dependent upon the state agency to affiliate themselves with a rival organization for the blind in Texas. He said Alsup had sent a "threatening" letter to the director of the Houston affiliate of the Federation.

The delegate from Texas reported the director had complained that the Federation was "controlled and dictated by one-man rule, didn't elect its officers in a democratic and parliamentary procedure," and had "retarded the work for the blind in Texas by twenty-five years."

The director reportedly was particularly insistent that his agency didn't need the "outside help" of Federation people from outside the state to tell him how to operate the agency.

The Florida delegate, R. L. Thompson, reported how the tactics of the Federation in his state had brought resistance from the state agency there. "I hope we'll roll up our sleeves and overcome the attack against the right to organize," he said.

"Attacks have been made," he asserted, "directly against the Federation and indirectly through subterfuges through the back door to disorganize us." He said these attacks were spearheaded by Harry Simmons, executive director of the Florida Council for the Blind.

He said his affiliate began getting the "cold treatment" after distribution of literature concerning the Colorado "affair" and other incidents involving the Federation. He said the Federation had been accused of being "a fraudulent organization."

He said this campaign had been at least momentarily successful in "inducing many blind people to disaffiliate

from the Federation." He said this had been achieved through the agency's control over the livelihood of many blind persons, and of distribution of funds for various projects for the blind.

He said the most insidious attacks were those that came "through the back door." In this category he placed job and financial inducements. He said many members of the Orlando chapter of the Federation had been induced to disaffiliate through a threat to withhold construction of an institution for the blind in their area.

The Florida delegate concluded his report by shouting, "So, roll up your sleeves — long live the NFB."

Following these reports, Dr. tenBroek organized support for a bill pertaining to the Federation that had been introduced into the Senate by Senator Kennedy of Massachusetts.

Congressional Approach

This bill stipulates the following: "Be it enacted, etc., that in the formulation, administration, and execution of programs for the aid and rehabilitation of the blind, the Secretary of the Department of Health, Education, and Welfare shall to the fullest extent practicable consult and advise with authorized representatives or organizations of the blind; and shall in developing and recommending policies and procedures to state agencies take such steps as may be appropriate to encourage such agencies to consult with authorized representatives of organizations of the blind in the formulation, administration, and execution of any state program for the aid and rehabilitation of the blind to which federal funds are contributed."

The bill continues: "No officer or employee of a federal, state, or other agency concerned with the administration of any program for the aid or rehabilitation of the blind to which federal funds have been contributed

shall exert the influence of his office or position against the right of the blind to join organizations of the blind. The Secretary of the Department of Health, Education, and Welfare shall adopt such regulations and shall condition federal grants to state or other programs for the blind on such terms as will prevent the exertion of any such influence against self-expression of the blind through organizations of the blind."

Dr. tenBroek declared to the delegates, "This bill involves all of us in a big push." He voiced the thought that the bill would "not likely be the absolute end to all these things, but it will give us tremendous leverage."

In line with this objective, Dr. tenBroek advised, "It would be highly desirable to put as much pressure as we can for a public hearing." The Federation president said this was a type of bill that almost no one could easily oppose.

In addition to adopting a resolution in support of the bill, the delegates made plans to distribute petitions among their respective state affiliates in support of the bill. The petitions would be signed by the officers of each affiliate and its chapters. The delegates also planned a campaign among congressmen and senators.

A number of resolutions were adopted in connection with the allegations of attacks from the agencies. One of these censured H. A. Wood, of the North Carolina State Commission for the Blind; Lon Alsup, of the Texas State Commission for the Blind; and Herman Kline, of the Colorado Industries for the Blind.

The resolution stated, "The actions of these individuals symbolize the widespread tendency now occurring on the part of welfare and rehabilitation agencies for the blind to exercise the unusual power inherent in their offices

and positions to control the lives and influence the conduct of blind citizens who must turn, from time to time, to their agencies for assistance."

Another resolution adopted by the delegates censured the federal government, more specifically the Department of Health, Education, and Welfare, for its "failure" to "take affirmative action to confine the use of federal funds to lawful purposes and by this action to protect the right of the blind to self-expression through organizations of the blind."

This resolution was a reference to an effort by the Federation leaders to induce federal authorities to exert influence on behalf of the Federation where it has become embroiled in feuds with agencies using federal funds.

This same resolution indignantly noted, "The attitude of these federal authorities is characterized by a statement written to the National Federation of the Blind by the director of the Federal Office of Vocational Rehabilitation which reads: 'State agencies are free to develop their own views with respect to the organizations of blind people in their own interest.'"

Another resolution complained because "The Federal Office of Vocational Rehabilitation has, as a matter of routine procedure, sought the advice and assistance of state and private agencies concerned with the rehabilitation of the blind, and has consistently and conspicuously failed to consult with and advise with representatives selected by organizations composed of the blind themselves."

From this observation, the same resolution stated that the "responsible persons in the Office of Vocational Rehabilitation are more concerned with safeguarding the interests of persons employed in, or administering programs for the blind as professional workers than in giving fair consideration to the

views and evaluations of the blind people who are the recipients of rehabilitation services."

The convention also adopted a resolution censuring the Better Business Bureaus for the "irresponsible manner and calculated purpose" of statements distributed concerning the National Federation of the Blind. The resolution noted that the "callous disregard on the part of the Better Business Bureaus of information available to them discredits altogether the reliability of these Better Business Bureaus as dispensers of information on the business ethics and moral standards of organizations engaged in fund-raising activities."

Mailings to Continue

The highlight of the convention, from the point of view of interest to the outside world, was probably the decision to continue the greeting cards program as a means of raising funds. Bernard Gerchen, of Federated Industries, which is working with the Federation on the program, addressed the delegates at the convention.

Dr. tenBroek introduced Gerchen as a man who had a "talent for making money." Gerchen told the delegates, "Some people have been telling lies about us, as about you, for years, and we're glad of it, because we're in this together now."

Gerchen called for "realism," and said the greeting cards program was not a fund-raising program "in the traditional sense," but was essentially a merchandising program. He said he had never been able to make the moral distinction between this and other methods of raising funds.

He said it was a matter of putting the cards on the open market, and selling at a fair price, and netting a fair profit. He explained the large share of the \$1.25 price for the cards that went to Federated Industries by describing all

the expenses involved in producing the cards.

"You are not raising funds, you are selling merchandise, and you are making a high profit, with no risks," said Gerchen. He said there were "a lot of scoundrels to deal with" in this sort of business, and the "innocent have to suffer along with the guilty."

Gerchen anticipated some difficulties in the coming year. But he predicted that in future years, with proper public relations, the fund-raising might enjoy tremendous expansion. "We're going to lose time, maybe, temporarily," he said. He predicted also temporary "dollar shortages."

He said, "We're going to develop a greeting card mailing program that no one will be able to criticize." He said there would be a sizable fall mailing, and a substantial income by the spring. However, he said the year would be one of "testing." He said the money to be realized would be "reasonably substantial," and not under what had been realized last year.

"We will continue to be loyal Federationists," he said. "We are going to stand with you and make common cause. We are going to work twenty-four hours a day to provide funds in the future as in the past."

The Federation's nineteen-page defense of the greeting cards program was read to the delegates by David Cobb, Washington attorney for the Federation.

The report stated that the Federation had raised \$350,000 through the greeting card program, "a sum substantially larger than the Federation's total income from all other sources from the organization of the Federation in 1940 down through the present date." It stated that the great bulk of the \$350,000 had come into the Federation's coffers over the past two and a half years, or since January 1, 1955.

"Certainly this is an impressive record and if it is maintained will increase a thousand-fold the usefulness of the National Federation of the Blind," said the report.

The report revealed the following income from the greeting cards by year: 1953, \$13,325; 1954, \$37,852.51; 1955, \$122,000; 1956, \$116,947.90; 1957, \$60,000. It revealed the income from greeting cards was 40 per cent in 1953, and reached a high of 77 per cent in 1955, of the Federation's total income.

"These figures clearly tell how important the receipts from the greeting card mail are to the Federation," said the report. "The 1956 figures, also, by the way, tell how the Post Office complaint retarded the program. As a consequence of that complaint, the 1956 fall mail was seriously delayed and very much reduced."

The report said the Post Office attorney in May had suggested that the Federation and Federated Industries "offer to the Post Office an affidavit that would set forth the principles that the Federation and Federated Industries stated have governed their activities in their conduct of the greeting card mail and, further, would provide assurance to the Post Office that these principles would continue to govern the Federation greeting card mail in the future."

In his talk entitled "The Cross of Blindness," Dr. tenBroek discussed "discriminations" against the blind. He said, "It comes as a shock to the average person to discover that the blind not only can but do perform as well as the next man in all the normal and varied callings of the community."

He continued, "But this shock of recognition on the part of many people too easily gives way to a mood of satisfaction and an attitude of complacency. After all, if the blind are so capable, so successful and so independent what is all the fuss about? Where is the need

for all this organization and militant activity? Why can't the blind let well enough alone?"

Dr. tenBroek then proceeded to list a number of incidents of discrimination against individual blind persons. Then he cited the testimony of various educational, social agency, historical, etc., authorities, to show that these persons, too, had attitudes prejudicial to the best interests of the blind.

"What is the substance of all these damning commentaries?" he asked. "The fundamental concepts can, I think, be simply stated. First, the blind are by virtue of their defect emotionally immature if not psychologically abnormal; they are mentally inferior and narrowly circumscribed in the range of their ability . . . and therefore inevitably doomed to vocational monotony, economic dependency, and social isolation. Second, even if their capabilities were different they are necessarily bound to the fixed status and subordinate role ordained by society, whose attitudes toward them are permanent and unalterable. Third, they must place their faith and trust, not in themselves and in their own organizations, but in the sighted public and most particularly in those who have appointed themselves the protectors and custodians of the blind."

DR. TENBROEK concluded that from all this "it should be clear that it is a long way yet from the blind alleys of dependency and segregation to the main thoroughfares of personal independence and social integration which we have set as our goal.

"And I believe it is equally plain that our progress toward that goal will demand the most forceful and skillful application of all the means at our command: that is, the means of education, persuasion, demonstration, and legislation."

Editorially Speaking

WE WERE AMONG those who attended the Thirty-first Convention of the American Association of Workers for the Blind in Chicago this past July. Like many others, we considered the program (particularly of the general sessions) of this convention of above-average standard in subject matter and content and, in more than the usual number of instances, in handling of subjects. There was less pedantry than we remember observing at some earlier conventions, and correspondingly more constructive, progressive thinking — it was a more fruitful sharing of professional experience than usual. The committee responsible for the convention program deserves to be complimented.

But as we came away from the convention, we felt underneath this comfortable glow a certain uneasiness. If it were to be put in a phrase, perhaps it could best be described as a feeling that the Association is adrift — adrift precisely at a time when there are more reasons than ever why it should be on course. We were seized by disturbing questions: What course has the AAWB charted, not for a year, but for the years ahead? How does it plan to meet the multiplying challenges that are bursting upon all those engaged in rendering service to blind people? What significance was there in the crossed and tangled lines of forces evident in some parts of the convention business sessions?

Social legislation is burgeoning in this decade. Legislators need and want the experienced advice of the AAWB;

not only a spasmodic expression on this or that measure, but consistent, continuous guidance that stems from a well-founded and clearly formulated, thoroughgoing philosophy. Indeed, such a body of conviction needs to be enunciated by the Association in a manner and to a degree never yet achieved.

Services to blind people today are undergoing change. There are rapidly expanding and rapidly evolving concepts and services in rehabilitation; education of blind children is an area in which there is a great deal of receptivity to progressive action; there is a recent marked increase, through federal assistance, of training facilities for workers for the blind which call for the highest standards of service to blind people; the quality and extent of library services are under study with a view to improvement; there is growing participation in the general problems of communication, of foot travel, of the knotty question of integration vis-à-vis the provision of assistance and special services.

In these and other matters that are the business of the AAWB there are deep stirrings. *Somebody* must deal with them constructively. Who will it be?

The uneasiness of which we speak stems, we believe, from a lack of evidence that the AAWB is really master of the complex pattern of responsibility which awaits its action. This is a time that calls for leadership of the highest order. It is a time to demonstrate what the AAWB is and

what it is not; blind people, the public, legislators want to know. Some four years ago the Association did betray a momentary awareness of the challenge facing it by activating a long-range planning committee which subsequently presented an outline embodying alternative plans of reorganization and of membership, and suggestions concerning philosophy and policy, all designed for the demands that must be anticipated. The Association accepted the report of the committee at Quebec in 1955, but has since neither acted on the recommendations nor moved in any other acknowledgement of the urgency of its obligation. Whether this particular plan or some other is acted upon is not of itself important; what matters is that the Association very soon give evidence of having a sense of direction.

With each passing convention and each year's developments, we believe, the necessity for thorough introspection by the AAWB with regard to its significance as an association becomes progressively more crucial, and the indicated ultimate adjustment becomes more incisively surgical. Short of such review and adjustment, the AAWB faces progressive loss of effectiveness and meaning.

THE OFFICERS AND directors of the AAWB face a difficult and challenging future. Nothing short of their vigorous leadership in the resolution of complexities, and above all, their laying out of a purposefulness interpreted in planning in long-range dimensions, will meet the requirements of current circumstances.—H.M.L.

Hindsight

By M. Robert Barnett

DEADLINES ARE DEADLY. Exactly five hours after this is finished, I must board a plane bound for Paris and ultimately Oslo, Norway, where I am one of those privileged to represent the educators of blind children and those children themselves in an international conference about their education and training. This issue of the *New Outlook* must go to press before I return, and I can only hope that hurried comments in the spirit of "Hindsight" still will be the expression of considered opinion some weeks later.

In short this issue of the *New Outlook* has come upon us too quickly for complete news and editorial coverage of the events of the summer. Assigned writers have not finished their task of reporting many activities, and as a result the October issue will be heavily

permeated with news or comment that possibly should have reached our readers earlier. One event of particular interest, however — the annual convention of the National Federation of the Blind — did occur early enough in the summer to permit the completion of a report, and we also believe that there is reason to print that report without further delay. Reports of the meetings of four other groups will be carried next month. They are: the convention of the American Association of Workers for the Blind at Chicago, July 7–11; The Committee on Services for the Deaf-Blind of the World Council for the Welfare of the Blind, held in Brooklyn, N. Y., July 15–19; the International Conference on Education of Blind Children at Oslo, Norway, August 7–11; and the annual convention

of the Blinded Veterans Association at Hartford, Connecticut, August 21-24.

BY WAY OF reflection and editorializing, this remark: two groups of people concerned with the problems of the blind met almost simultaneously early this summer. One met in New Orleans and the other in Chicago. Among their number were both blind and sighted, both "professional" and otherwise. It is perhaps the most startling fact of the two conventions viewed together to report that they unanimously differed on official attitudes about one issue — that is the issue which is embodied in the proposal known now as the Kennedy bill to protect the right of the blind to self-expression through their own organizations. How is it that our differences can be so sharply brought into focus? Why is it that groups with

identical interest can apparently be so dissimilar in approach?

I suggest to all of us that the debate over the Kennedy measure will answer the questions posed here. Perhaps out of what has happened will come a knowledge of what must yet happen. The *New Outlook* will continue to attempt an impartial — if that is humanly possible — reflection of events and opinions. Believe me, we welcome one and all to join the fray — that is, if they really put the interests of the blind foremost.

During the summer, "Hindsight" received several very provocative letters from readers. We regret that their import will not be included in this issue, since our pages are already overcrowded. We intend to pass along the opinions and anecdotes of the mail box in forthcoming issues.

Western Teachers To Meet In Las Vegas

THE ANNUAL MEETING of the Western Conference of Teachers of the Adult Blind will be held at the Fremont Hotel, Las Vegas, Nev., October 7-9. Research committees dealing with handicrafts, literature, braille writing certification, professional status, music, travel aids and the deaf-blind will hold discussions in their specialized areas.

Active membership in the Conference is open to currently employed

home teachers in the eleven western states. Associate membership, which includes participation in committee discussions and entitles the member to receive conference minutes and releases, is open to any interested person. Applications for membership may be made to the Conference president, Jack M. Yeaman, Supervisor of Home Teaching, Utah Commission for the Blind, 309 East First South, Salt Lake City, Utah.

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The Evening Bulletin, Philadelphia

Philadelphia Library Enters New Quarters

THE LIBRARY FOR THE BLIND of the Free Library of Philadelphia opened its new headquarters at 17th and Spring Garden Streets on June 5 in dedication ceremonies led by the Honorable Richardson Dilworth, Mayor of Philadelphia. The regional library, which circulates government-provided books in eastern Pennsylvania, Delaware and New Jersey and distributes a large collection of privately acquired braille books throughout the country, now occupies an entire building formerly used as a general branch library. The Library for the Blind previously was housed in the central branch building of the Free Library at Logan Square.

For some time the need for larger quarters for the Library for the Blind had become increasingly evident as circulation and other services were steadily expanded. At the same time the need for the neighborhood branch of the general library gradually declined, and last year the Free Library and the City Council approved plans for converting the building for the use of the Library for the Blind.

Now renovated and modernized, the building provides more than 9,000 feet of special shelving for braille and talking books. A foyer and lounge edged with exhibit panels, catalogs, book-charging facilities and stacks for braille books are housed on the main floor. The floor below provides stacks and related facilities for the talking book program. In addition to circulating more than 50,000 volumes, the Library, headed by Charles Gallozzi, will serve as a center for information on blindness, using its exhibit area to demonstrate materials used by blind persons.

APPROXIMATELY 150 persons attended the dedication services, at which Emerson Greenaway, director of the Free Library of Philadelphia, presided. Speakers included M. Robert Barnett, executive director of the American Foundation for the Blind; Robert S. Bray, chief of the Division for the Blind, Library of Congress; Dr. Jacob Freid, executive director of the Jewish Braille Institute of America; and Mr. Greenaway.

The Evening Bulletin, Philadelphia

At dedication ceremonies, the Hon. Richardson Dilworth (left center), Mayor of Philadelphia, and M. Robert Barnett, executive director, American Foundation for the Blind, examine braille volume. They are flanked by Robert S. Bray (left), chief, Division for the Blind, Library of Congress, and Charles Gallozzi, head, Department for the Blind, Free Library of Philadelphia.



Current Literature

☆ "Employing the Blind is No Handicap." *Hospitals*, March 1, 1957. This is a story of a blind medical transcriptionist employed in a fifty-bed hospital in Missouri. A large collection of photographs record her activities in one typical day.

☆ *Creative and Mental Growth* by Viktor Lowenfeld. Third Edition. New York, The Macmillan Company, 1957. The third edition of this well-known book contains thirty-two pages devoted to art expression of blind children. The material has been considerably expanded from the earlier editions and many more illustrations have been added.

☆ *The Miracle Worker* by William Gibson. New York, Alfred A. Knopf, Inc., 1957. This is the text of the television play about Helen Keller and Anne Sullivan Macy produced on February 7, 1957, on CBS. The text is meant for reading and differs from the telecast version in that some passages have been restored that read better than they play and others have been added that were omitted in the performance for simple lack of time.

☆ "I Used to be Blind" by R. P. Muller. *Saturday Evening Post*, May 18, 1957. The author had been blind in one eye for nearly twenty years. Then he had an accident to his good eye which caused blindness for many months. He discusses his attitudes and feelings toward blindness and toward life in general during these months.

☆ "Sculpture by the Blind" by Bertha Gaster. *The UNESCO Courier*, May 1957. "Seven years ago eleven people

sat down in a San Francisco art class to do the impossible. Plunging their hands into masses of wet clay for the first time in their lives, they set out to make sculptured portrait busts of themselves. And they were blind." The article is the story of what they accomplished.

☆ "Instrumentation for Bioengineering" by Wallace E. Frank. *Science*, May 3, 1957. Bioengineering is the field of applied science which is concerned with the application of the physical science techniques to problems in medicine and biology. Several programs of development of devices are currently under way. Among these are guidance devices and reading devices for the use of blind persons.

☆ *Structure and Function of the Eye* by Florence G. Henderson. San Francisco, The Gutenberg Press, 1957. This volume is intended as a handbook for nurses and teachers covering the subjects on which both should be informed. The table of contents includes: I. Clarification of Terms; II. Structure of the Eye; III. Diseases of the Eye; IV. Visual Defects Which Affect Acuity; and V. The Testing Program.

☆ "Psychoanalysis and Blindness" by H. Robert Blank. *The Psychoanalytic Quarterly*, January 1957. "The applications of psychoanalytic principles to the study and treatment of the psychic problems of the blind were presented, and certain implications of this study for the theory of ego development were suggested. Emphasis was laid on the differentiation of congenital blindness as a direct etiologic factor in personality disorders from other causes, par-

ticularly the distorted parent-child interactions and the widespread ambivalence toward the blind. In acquired blindness, it is essential to understand the trauma to the ego, especially the mourning reaction for the loss of the eyes, in order to help the individual to accept himself as a blind person and to utilize his undeveloped resources for optimal recovery."

☆ "Rebuilding Human Lives: The Rehabilitation of the Handicapped." New York, The Seventh Company, May 1957. This document is a preliminary draft of Part I of a report on the rehabilitation of the handicapped. It is subtitled, "Trained Rehabilitation Workers; How Much Are They Paid?" It gives comparisons of salaries with other occupations. The pamphlet was prepared at the request of the Bulova Watch Company Foundation, Inc.

☆ "Special Education of Atypical Children in Maryland." Maryland State

Board of Education, 1956. This is a report of a committee appointed by the Maryland State Board of Education several years ago to study the educational needs of atypical children in Maryland. In the committee's opinion the categories of atypicality include: Blindness—those who are unable to function by visual means; Partial sight—those who, in spite of visual disability, are able to function by visual means. Existing programs are described and recommendations are given for general application with respect to specific types of exceptional children. The several subcommittee reports with accompanying data will be printed in a separate publication.

☆ "The Methods are Different" by E. W. Tillinghast. *Arizona Teacher*, March 1957. The superintendent of the Arizona State School for the Deaf and the Blind explains that his school has the same objectives as every public school—only the methods are different.

Appointments

☆ Governor LeRoy Collins of Florida has announced the appointment of Dr. Robert C. Anderson as director of the Southern Regional Education Board. Dr. Anderson succeeds Dr. John E. Ivey, Jr., who recently was named executive vice-president of New York University.

Dr. Anderson joined the staff of the Southern Regional Education Board in 1953 as executive associate. In 1955 he became associate director for administration, and was made acting director in 1956 while Dr. Ivey was on a study tour abroad. He has served as a member of the governing board of the Cooperative Bureau for Teachers, as director of the Southern Regional

Project in Educational Television, and as a member of the board of consultants to the DeKalb County School System in Georgia.

A graduate of the Alabama Polytechnic Institute in Auburn, he took his master's degree at the University of North Carolina and his Ph.D at New York University.

☆ Elinor H. Long, former assistant principal of the Royer-Greaves School for the Blind at Paoli, Pa., has been appointed supervisor of blind and partially sighted, Bureau of Special Pupil Services, of the Pennsylvania Department of Public Instruction.

Miss Long earned her A.B. and M.A.

degrees in classical languages and literature at Mt. Holyoke College, and did graduate work in the fields of education and special education at the Teachers College of Columbia University, Temple University, the University of Pennsylvania, and the University of Vermont. In addition, she has completed a special rehabilitation course, conducted for agency workers, at New York University under a fellowship sponsored by the American Foundation for the Blind. She has taught in the public schools of New Jersey and Vermont, at the Overbrook School for the Blind in Philadelphia, Pa., and at Bergen Junior College in Teaneck, N. J., where she was also director of admissions and advisor to handicapped students.

She is a member of the American Association of Instructors of the Blind, the American Association of Workers for the Blind, the International Council for Exceptional Children, the National Rehabilitation Association, and the National Association of State Directors of Special Education.

☆ The appointment of Robert H. Whitstock as administrative assistant of The Seeing Eye, Inc., Morristown, N. J., became effective June 1. A graduate lawyer, Mr. Whitstock was previously an instructor in history at the New York Institute for the Blind. In his new post he serves as the principal field representative of The Seeing Eye, visiting graduates throughout the country and serving as liaison between the school and the state commissions for the blind as well as other leading rehabilitation agencies.

Blinded at the age of seven, Mr. Whitstock was graduated in 1952 from Hamilton College, where he was a member of Phi Beta Kappa and Delta Sigma Rho, the national honorary debating society. He is also a graduate of Harvard Law School and a member

of the New York State Bar Association. Mr. Whitstock is married and has two daughters.

☆ The appointment of Dr. Robert W. Haines as medical consultant to the Connecticut State Board of Education became effective July 1. Dr. Haines will pay weekly visits to Board headquarters in the State Office Building for consultation with professional staff members in regard to medical services.

Recently Dr. Haines resumed the practice of ophthalmology in Hartford after two years in military service. He served as captain in the medical branch of the U. S. Air Force. Previously he had practiced in Connecticut from 1949 to 1955. He is on the staffs of Hartford Hospital, Newington and Rocky Hill Veterans Hospitals, Newington Home, McCook Memorial Hospital, and Lawrence and Memorial Hospital, and is consultant in ophthalmology at Uncas-on-Thames.

A native of Philadelphia, Dr. Haines was graduated in 1942 from the University of Pennsylvania, in 1946 from Jefferson Medical College, and in 1949 from Johns Hopkins Hospital. He lives with his wife and two children in West Hartford.

☆ Leo M. Levens has been appointed director of the Bureau of Talking Book Services of the American Foundation for the Blind. Previously he was in charge of the Foundation's Research and Development Laboratory. In his new post Mr. Levens will be responsible for the management and supervision of all processes directly related to the fiscal, technical, and production phases of talking book manufacture. He also will be responsible for specialized consultant activity in connection with the Foundation's continued program in the development of improved sound recording processes.

News Briefs

☆ A fully integrated summer day camp program for blind and sighted children has been conducted during the past two months by the New York Guild for the Jewish Blind and the Bronx House Community Center as part of a two-year study of integration being made jointly by these two agencies.

Blind children from seven to twelve years old joined the Bronx House campers at the Henry Kaufman camp grounds operated by the Federation of Jewish Philanthropies at Pearl River, N. Y. A program for children under seven was conducted at the Bronx House Pelham Parkway Center. Blind children were placed in their own age groups and participated in all the activities of their groups, with no segregation because of visual differences.

Each blind applicant was interviewed by a Guild children's caseworker and group worker before being admitted to the camp to be sure that he or she was able to benefit from the program. In addition, two professional group workers from the Guild staff served as counselor with the regular Bronx House staff members.

☆ Stanford University has conferred the Ph.D. degree in psychology on Robert A. Bottenberg, research psychologist for the Air Research and Development Command's Air Force Personnel and Training Research Center, Lackland Air Force Base, at San Antonio, Texas.

Dr. Bottenberg, who was blinded during World War II, is assigned to the Center's personnel laboratory, where he conducts experimental research in connection with the maintenance of electronic and mechanical equipment. He is also concerned with the development of statistical techniques for use in the analysis of experimental data.

Following his discharge from the army, Dr. Bottenberg was determined to finish college. Unable to continue his studies in chemical engineering, which had been interrupted by the war, he entered the University of Missouri, where he earned both his bachelor's and master's degrees in psychology. He then entered Stanford University, where he earned the Ph.D. recently conferred.

A member of the American Psychological Association, this distinguished scientist is also a member of Phi Beta Kappa and is vice-president of the Blinded Veterans Association.

☆ A new nursery school-kindergarten building was dedicated by the Maryland School for the Blind on June 9, 1957. Built at a cost of \$520,000, much of which was provided by an appropriation from the State of Maryland, the new building completes the Bledsoe Department quadrangle, and makes possible the establishment of a lower and an upper school. The building, which provides complete facilities for students and housemothers, includes

two memorial rooms in honor of Waldo Newcomer, president of the school from 1915 to 1934, and B. Frank Newcomer, president from 1935 to 1956. The school is still attempting to meet a \$150,000 deficit in the building funds.

☆ Publication of a textbook for the study of Hebrew braille and basic Hebrew has been announced. The book, entitled *Hebrew Braille*, by Eliezer Katz, is reported to be the first comprehensive manual in this field. It contains the rules of the braille system as used both in Israel and in this country. Available both in inkprint and braille, it is intended for sighted as well as blind persons, with special attention to the transcribing of inkprint material into Hebrew braille. Explanations and instructions are given both in Hebrew and in English. Further information may be obtained from the author, 788 Riverside Drive, New York 32, N. Y.

☆ The New York Association for the Blind has announced November 1 as the anticipated opening date for its new Lighthouse Queens Center and Residential Clubhouse for Blind Women.

The new Center will extend to residents of the Borough of Queens the same program of services offered by the parent organization in New York City for the past fifty-one years, including medical social service, rehabilitation and vocational training, recreation programs and public education.

The Clubhouse will offer permanent or transient residential facilities to blind women at moderate rates. Group activities will be available to residents who wish to participate, and facilities will be provided for many recreational activities. Planning of the Clubhouse has been geared toward creating comfortable and homelike living accom-

modations for blind women who are employed or in training, permanently or temporarily, in the New York area.

☆ Dr. Grayson Kirk, president of Columbia University, recently advocated extensive affiliations of colleges and universities with rehabilitation centers and hospitals as a means of meeting a major national need for trained rehabilitation personnel.

Speaking at the graduation exercises of the Institute for the Crippled and Disabled in New York City in May, Dr. Kirk pointed out that approximately two million handicapped men and women in this country could be gainfully employed through comprehensive rehabilitation services. Persons rehabilitated under the state-federal program in 1955, he said, will pay more in federal income taxes in three years than the federal government spent for basic support of the vocational rehabilitation program in 1955.

Dr. Kirk emphasized that rehabilitation is becoming increasingly important to us as a nation, demanding more personnel, adequately trained, in medicine, vocational skills and the psycho-social services. Major participation in the training of these people is a work the American college and university can contribute, he said. He cited Columbia University's professional affiliation with the Institute for the Crippled and Disabled and Presbyterian Hospital as an effective and productive means by which an institution of higher learning may take its proper position in contributing to the needs and growth of rehabilitation.

In addition, Columbia has formed a University-wide Committee on Rehabilitation, which crosses departmental lines and includes representation of the many professions and skills which together assure broad understanding and treatment of the disabled.

Necrology

(Continued from page 277)

genics Record Office, she went to Indianapolis, Indiana, to regather the histories and other material about "The Tribe of Ishmael," a pauper group centering in Indianapolis since 1840.

Miss Dranga resigned from the Eugenics Record Office position in 1912 to assume the care of the young children of her sister, who had died in 1911, in Boston. Later that year she was married to her late sister's husband, Charles F. F. Campbell, pioneer in establishing statewide work for the adult blind in the U. S., and the son of Sir Francis Campbell who was a founder and head, for forty years, of the Royal Normal College for the Blind, London.

From 1912 onward Mrs. Campbell was extremely active in various phases of work for the blind. Her husband had founded *The Outlook for the Blind* in 1907, and from 1912 to 1919 she was assistant editor and business manager of the publication. During this period she attended an international conference on the blind in London, and spent six months at the Royal Normal College; she visited all work for the blind in England and Scotland; helped to prepare material on work for the blind in the United States for a British parliamentary commission appointed to gather information from delegates at the international conference of 1914, mentioned above; in 1916 she prepared the first directory of institutions for the blind in the United States and Canada, for the Encyclopedia of Ophthalmology. In that same year, when her husband was appointed superintendent of the Ohio State School for the Blind, in Columbus, Mrs. Campbell was appointed assistant superintendent, and in 1918 she became superintendent when Mr. Campbell assumed charge of

the re-education of blinded service men of World War I, at Evergreen, Md.

FROM 1919 through 1925 Mrs. Campbell spent much time abroad. Her services included rehabilitation work in Serbia for the American-Serbian Child Welfare Association, serving during two years also as director of that organization's child welfare department; she was twice decorated for her services by the late King Alexander of Yugoslavia, first for service to war orphans and second for her aid in the rebuilding of elementary schools. She represented Yugoslavia twice at international conferences on child welfare, in Geneva, Switzerland. For a period of several months she served under the National Information Bureau of New York, investigating welfare organizations in Austria, Hungary and Yugoslavia which were financed by American money. Several months were again spent, in this period, at the Royal Normal College, and considerable time was spent in extensive travel and study of developments in work for the blind in Europe.

Becomes Agency Chief

In 1926 Mrs. Campbell was called to serve as executive director of the newly created Pennsylvania State Council for the Blind, in Harrisburg. Three years later she was asked to reorganize the Missouri State Commission for the Blind, in St. Louis, where she remained as executive director from October 1929 to January 1933. In the latter year she was called to coordinate the work for the blind and the crippled of the Brooklyn (N. Y.) Bureau of Charities, and served as executive director of the Department for the Blind and the Crippled for one year, until late 1934 when she joined the staff of The Seeing Eye, Inc., Morristown, N. J., as executive director of the Division for the Blind.

Mrs. Campbell continued in this work for twelve years. It entailed extensive traveling, including a tour of Germany, Denmark, Sweden, Norway and England, in 1937, visiting dog guide training programs and other work for the blind. She retired from The Seeing Eye in 1946, and took up residence in New York City.

Appointed Special Consultant to American Foundation

In 1950, Mrs. Campbell was appointed as special consultant to the American Foundation for the Blind, in community survey work. Shortly thereafter, in 1951, she assumed the position of archivist at the American Foundation, for which her long experience and wide acquaintance qualified her eminently well. At her final retirement in November 1954 she had examined, sorted and organized many thousands of items in stored records into archives that afford ready access to an invaluable source of history and information for the American Foundation's use. Her retirement to the home of her niece in Pennsylvania followed this service.

In 1950 Mrs. Campbell was the recipient of the Shotwell Memorial Award in recognition of her distinguished service to the blind; and in 1955 she was presented with the Migel Medal for her outstanding service. In 1956 she was named "Woman of the Year" by Delta Zeta Sorority.

She was a life member of Delta Zeta, as well as of the Stanford Alumni Association. She also held membership in the American Association of Social Workers, the National Conference of Social Work, the American Association of Workers for the Blind, the American Association of Instructors of the Blind, and Altrusa International.

Mrs. Campbell's most outstanding personal characteristic has been described as her tirelessness and her youth-

ful mental zest. In 1952, at the age of 76, she attended the Bussum International Conference of Educators of Blind Youth, in Holland, where, it is reported, she showed the keenest appreciation of the work of that conference. Her unusually vigorous mind and active disposition had led her to plan in recent months a round-the-world tour.

She had recently been cited as the oldest living graduate of the Chicago School of Civics and Philanthropy; and as far as is known, by virtue of her graduation from that school, she was the first trained social worker in work for the blind in this country.

Towering in wisdom above her associates of her recent years, outdistancing them in graciousness rooted in tolerance, Mary Dranga Campbell was of a character that at once commanded the respect of her junior contemporaries yet retained their kindred feeling for her as friend without reference to differences in years.

Edward H. Brayer

WORD HAS BEEN received here of the death on April 9 of Edward H. Brayer at the Veterans' Hospital, Buffalo, N. Y. Mr. Brayer had been principal of the New York State School for the Blind at Batavia since his graduation from the University of Rochester in 1930.

Born in Rochester in 1909, Mr. Brayer participated in work with the blind throughout New York State as well as at the school. He was active in the Geneseo chapter of the International Council for Exceptional Children, and was secretary-treasurer of the New York Planning Conference. During World War II, he served for two and one half years in the army, and worked with the blind at the rehabilitation center at Avon, Conn.

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: NEW OUTLOOK FOR THE BLIND, 15 West 16th Street, New York 11, N. Y.

POSITION OPEN: Administrative assistant to director of services for the blind, State Department of Social Welfare of Kansas. Qualifications include college graduation, plus two years' graduate social work study and five years' social work experience; one year administrative experience can be substituted for one year of graduate study. Interested applicants please submit resumé of training and experience background and references to Harry E. Hayes, Director, Services for the Blind, State Office Building, Topeka, Kan.

NEW YORK STATE CIVIL SERVICE OPPORTUNITIES: Nationwide open competitive examinations are presently being scheduled for professional positions in the New York State Commission for the Blind. These positions will include assistant director, salary \$7500—\$9090; supervisors (\$5450—\$7860) and field consultants (\$5020—\$6150) in the programs for eye health and prevention of blindness, community consultant services and educational consultant services for blind children. Graduate training and administrative or counseling experience in program department or in the supervision of professional staff will be required for the particular specialties. Persons interested in being placed on the mailing list to receive announcements of these examinations should write to Examination Division, XD-3, New York State Department of Civil Service, 39 Columbia Street, Albany, New York.

POSITION OPEN: Piano tuner and repair man; five-and-a-half days per week, fixed salary. Write Chick Piano Co., 279 N. Lumpkin, Athens, Georgia.

POSITION OPEN: Children's services chief to develop and supervise statewide preschool and school-age program. Eligibility for appropriate certification by Connecticut State Department of Education. Knowledge of braille helpful but not required. Salary \$5160—\$7260 for calendar year. No residence requirement. Vacation and state car provided. Submit resumé. Connecticut State Board of Education of the Blind, State Office Building, Hartford 15, Conn.

POSITION OPEN: Braille teacher, itinerant for statewide public school service. Eligibility for appropriate certification by Connecticut State Department of Education. No residence requirement. Salary \$4020—\$5640 for calendar year. Vacation and state car provided. Submit resumé. Connecticut State Board of Education of the Blind, State Office Building, Hartford 15, Conn.

POSITION OPEN: San Antonio Council for Visually Impaired Children has opening for counselor to work with parents and blind children from infancy through high school. Apply stating qualifications and salary requirements to Mrs. Herman Wigodsky, 300 Primera Drive, San Antonio, Texas.

POSITION OPEN: Dealer in new and reconditioned pianos wishes person interested in either buying or selling pianos. Enclose stamped self-addressed envelope with inquiries. Write Hubert Fruge, President, Fruge's Piano House, Basile, Louisiana.

POSITION WANTED: Man, twenty-four, with broad experience in amateur radio. Seeks employment as electronics technician. Has good travel ability, good appearance, is willing to learn, and work hard. Write Box 8, *New Outlook*.

POSITION WANTED: Vocal or instrumental music teacher in school for the blind or classes for visually handicapped children. Qualifications: B.M.E. from Southwest Texas State Teachers College, M.A. in administrative music education from the University of Wyoming. Three years' teaching experience, plus courses in special education, child psychology. Master's thesis in music education for the visually handicapped. Travel with guide dog. Write Box 9, *New Outlook*.

POSITION WANTED: Partially sighted man, age thirty, single, B.S. in government and social studies. Work experience: taught for seven years in grades six through nine in school for the blind. Supervised children in extracurricular activities. Would like position as teacher or counselor. Can teach social studies and English, know orientation work, know the deaf manual alphabet. References upon request. Write Edward Gray, 17 Connor Street, Willimantic, Conn.

POSITION WANTED: Totally blind man, thirty-seven, B.A. in social science, excellent traveler, desires position as teacher or in related work. Experience in tutoring, administrative and industrial work, public relations; fourteen years in elective public office. Willing to relocate. References furnished on request. Write Mr. James H. Connell, 186 Congress Street, Troy, N. Y.

POSITION WANTED: Man, thirty-six, blind, single, with exceptional aptitude for mechanics, desires job as automobile mechanic. Ten years' experience in automobile mechanics. Has completed thirty-week course in auto-diesel mechanics at the Nashville Auto-Diesel College, Nashville, Tenn. Capable and reliable worker; travels well. Write Mr. Forace H. Barlow, Counselor, Rehabilitation for the Blind, 312½ Shannon, Jackson, Tenn.

POSITION WANTED: Totally blind woman, twenty-two, single, wishes to purchase or work in a vending stand. Experience working at a snack bar in a school for the blind and at a vending stand in Federal buildings. Two years' experience as telephone salesgirl. Write Miss Helen Spaid, 204 Orange Street, Oil City, Pa.

POSITION WANTED: Sighted counseling psychologist, thirty-nine, desires position as assistant director or chief of psycho-social and vocational services of a community agency offering services to the handicapped. B.S.S., M.S., M.A. and Ph.D. degrees. Employed for past eleven years as counseling psychologist with Vocational Rehabilitation and Education Division of Veterans Administration. Work experience involved close relationship with all related medical disciplines as member of ophthalmic, multiple sclerosis, T.B. and diabetic teams. Extensive work with psychoneurotics and psychotics. Experienced in lectures to large groups and supervising graduate field work students. Certified psychologist in state. Member APA, AAWB, APGA, Phi Delta Kappa. Write Box 1, *New Outlook*.

POSITION WANTED: Man, forty-three, blind, seeks position as home teacher, rehabilitation counselor, braille teacher, or related work. B. A. in

sociology and one year training in graduate school of social work. Four years' teaching in state school; six years as operator of a postal news service. Write Arnold Graber, 1775 Hennepin Avenue, Minneapolis, Minn.

POSITION WANTED: As a teacher in school for the blind or public school class for visually handicapped. Ten years' experience elementary teaching in state public school systems. B.S. degree with majors in history and English. Partially sighted; graduate of Mississippi School for the Blind. Excellent references. Write Mrs. Alvin B. Allen, Rt. 1, Box 183-A, Palatka, Florida.

POSITION WANTED: Young woman, B.A. in education and special training in music, seeks position as teacher of young children in a school for the blind, either in elementary classes or in piano. Five years' teaching experience in piano in highly recognized school. Write Box 11, *New Outlook*.

POSITION WANTED: Young man seeks position as home teacher or instructor in training center or school. Social science and psychology majors. M. S. in rehabilitation from Hunter College, June 1957. IHB-OVR rehabilitation course. Experience teaching handicrafts, teaching and counseling industrial trainees, piano servicing and door-to-door selling. Braille typing, handicrafts and Valley Forge technique. Write Box 13, *New Outlook*.

POSITION WANTED: Shop management, sub-contracting, sales. Willing to locate anywhere providing opportunity for advancement. OVR-IHB professional training. Qualified, capable, travel alone. Experience, resumé and references upon request. Salary open. Write E. H. Dennis, 2507 Clarendon Road, Brooklyn 26, N. Y.

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**"While they were saying among
themselves 'It can not be done'
it was done."**

—Helen Keller

PARTNERSHIP

of the Blind with the Agency for the Blind

— ON BEHALF OF THE AGENCY —

Editor's Note: Two papers read at the 1957 convention of the AAWB described the cooperative relationship between an organization of the blind and the (national, private) agency for the blind in Canada that should be the envy of blind people and agency people in the United States. Arthur N. Magill, superintendent of the Ontario Division of the Canadian National Institute for the Blind, speaks in the first article from the point of view of the agency. Norma E. Hughes, secretary-general of the Canadian Council of the Blind, speaks in the succeeding article from the point of view of the organization of the blind.

ARTHUR N. MAGILL, M.A.

IT IS A PARTICULAR PLEASURE for me, as a member of the CNIB, to express the point of view of our organization towards the partnership which exists in Canada between The Canadian Council of the Blind and The Canadian National Institute for the Blind; a partnership based on mutual respect and mutual confidence and which has, since its inception, been eminently successful. This success can be measured in terms of greater understanding of the needs and requirements of blind people by the general public; improved legislation for the blind by the Federal Government; and the constantly improving working relationships with individual blind persons. This partnership lives and grows on the full co-operation and understanding of each other's point of view. Before such an effective relationship could be established, it was essential that organized work for the blind grow to a point where it was providing constructive

services to the majority of blind people in our country.

It was in 1906 that Bert Robinson, an outstanding blind person, with some blind colleagues and sighted friends, organized The Canadian Free Library for the Blind. Although the purpose of this library was to make reading material available to the adult blind free of charge, the members of the library board regularly found themselves discussing needs and requirements of blind people in addition to reading. It was not, however, until 1916, when Colonel Baker and a number of other blinded veterans of the first world war returned to Canada, fresh from training at St. Dunstan's in England, and joined the library board, that ways and means were developed to begin the provision of essential services for the adult blind; namely, the creation of a national organization to be called The Canadian National Institute for the Blind, which received

its charter from the Federal Government in March, 1918. The Canadian Free Library for the Blind was then amalgamated with the CNIB to become its Library and Publishing Department.

A Private National Agency

The CNIB was conceived as a private organization with a national scope, which would receive its financial support from the general public with grants from the various levels of government. As financial support grew, the organization developed its basic services and its national aspect by amalgamating with various small organizations already existing in some of the provinces of Canada. By 1930 the last consolidation was achieved and the CNIB was truly the national service organization for the blind, active in every part of the country.

As a national register was compiled and blind people began to take advantage of the existing services, more and more demands were made upon the CNIB to institute new services, as well as expand those already existing. This, of course, required more assistance from the general public. Such necessary support could only be promoted successfully at the local level and this led to the establishment of our district offices with representatives, or "field secretaries," in charge. Over a brief period of ten years, with a growing population and a better understanding of the needs and requirements of blind people by the sighted public, our financial support was increased so that additional vital services could be introduced and maintained. With the opening of our district offices and the extra staff necessary to operate the services at the local level, it was now possible organizationally and financially, to concentrate on the growth of social and recreational activities.

For a number of years the CNIB had developed social clubs as an integral part of their rehabilitation program but it was not until the middle 1940's that it was economically possible to encourage the growth of additional groups for social and recreational purposes.

It was during this period that representatives from seven clubs in Ontario and Manitoba joined together in an inter-provincial council of the blind which was expanded the following year, 1944, into the Canadian Council of the Blind. The founders believed to quote Mrs. Bending, their president "that by organizing on a nation-wide scale, the efforts of individuals and clubs could be coordinated; a more effective program of social, cultural and recreational rehabilitation could be planned and carried out; and blind people would find, in a council of clubs, the strength that comes through unity and commonness of purpose."

From the very beginning the CNIB was interested in the amalgamation of clubs into a coordinating council as it was felt that it gave individual blind people a voice in their own affairs, strengthened the CNIB's approach to the Government in matters of Federal legislation, and assisted in the expansion of our public relations. Our public relations program has always had two major phases, the most important of which was our relationship with the blind who were the recipients of our services, and secondly, our relationship with the public who supplied our funds. It was hoped this new organization would make possible a medium to augment these policies. Naturally, it was necessary to clearly set forth policies, objectives and programs. It was arranged with the presidents and boards of directors of both organizations that the activities of the Council and the CNIB should be set out in

order to avoid costly duplication and confusion. By mutual agreement, it was decided that the cost of carrying the program of the Council should be met by the CNIB on a budget basis. This would avoid the necessity of both organizations requesting financial support from the public.

Mutual Benefits Desired

This was the beginning of a partnership which has developed and strengthened over the past thirteen years. It is based on a solid foundation: the desire on the part of both organizations to provide the maximum practical benefits to the blind people of Canada. The roles of both CCB and CNIB have been clearly defined. The CCB concentrates its efforts on the development of social, cultural and recreational activities at the local club level. The original seven clubs have, with the help and cooperation of the CNIB staff, grown until there are now sixty-two member clubs in the Council. These clubs have their origin in the "get together" group meetings which are part of the CNIB rehabilitation program organized by the local CNIB representative. When the group has had enough experience to achieve club status it is eligible to become a member of the council.

The CNIB, on the other hand, is the one national service organization for the blind in Canada. Its organization is geared to the provision of all known rehabilitation services that will be of practical value to blind people, regardless of their age or circumstances or where they live. Its service program is designed to meet the needs of all blind Canadians. It cooperates with and assists the CCB, through its technically trained staff, in the organization of their activities. By mutual arrangement the CNIB carries the cost of the National CCB program by providing an agreed budget. The pro-

vincial or divisional budgets of the CCB are met by the respective divisions of the CNIB; local social and recreational clubs receive their funds from the local advisory boards of the CNIB. Mutual agreement has also been worked out with respect to fund-raising activities of the CCB units for agreed special events, so there is complete understanding on the part of both organizations with the minimum degree of confusion on the part of the general public.

The advantages of this partnership to blind people are evidenced in their increasing activity in every phase of recreation and club programs. The effect of greater participation in social affairs has been invaluable in their rehabilitation. It has provided an opportunity of mixing with others in similar circumstances and has given a feeling of being part of and belonging to an organized group. A strong sense of responsibility has been developed by each member as he realizes that he has an opportunity of contributing to our over-all service program. It has provided occasions for participating actively in affairs which concern them personally. Through the medium of the clubs and the Council they are able to join in representations to the Federal Government for improved legislation; to participate in a national white cane educational program and to make recommendations to the CNIB which have often led to improvement of established services and introduction of new programs.

This partnership also aids and supplements the CNIB by assisting in the rehabilitation of persons who have recently lost their sight; the introduction of these individuals by the CNIB into an organized group with its many activities helps re-establish confidence and poise and introduces the rehabilitant into community affairs. Each

adult who comes to the group brings with him a varying work and social background. Many of these people have undeveloped potentialities which become evident with experience in group activity, which often leads to the development of administrative and leadership qualities, demonstrating potential employability in general industry, business, or on CNIB staff.

The organizational pattern of the CCB, paralleling, as it does, that of the CNIB, makes for ease of communication between both organizations at national, provincial and local levels. This contributes to the solution of situations as they arise rather than permitting them to become aggravations and problems. As the organized voice of the blind people of Canada, a joint approach to the Federal Government for improved legislation and to the public for educational purposes strengthens and makes more effective the efforts of the CNIB in Canada.

The advantages of this partnership to the public have been substantial. The positive arrangement for the financial support of the CCB program by the CNIB has eliminated multiplicity of appeals on behalf of blind persons with its added cost and consequent confusion. The educational campaign carried on annually during White Cane Week by both organizations and the regular agreed publicity carried on independently by the CCB and CNIB has kept people informed of the needs, requirements, hopes and ambitions, as well as the capabilities, of blind persons. This unified approach has led to a greater understanding on the part of the public as well as a better appreciation of the problems of the blind.

Since the inception of this partnership there have been many positive accomplishments. The past years have seen the membership of the CCB grow to sixty-two clubs, as stated above. This

means that many more hundreds of blind people are not only participating in their own affairs but are receiving the many benefits inherent in a greatly increased social and recreational program. The Government of Canada now recognizes the CCB as a responsible organization representing the blind people and the joint approaches by both CCB and CNIB in respect to legislation have met with encouraging success in improving the national blind persons' allowance.

The public, too, are aware of the unity existing between the service organization for the blind—the CNIB, and the voice of the blind—the CCB, and fully appreciate the advantages to them of this close relationship and mutuality of purpose.

This past thirteen-year partnership experience has led to a greater understanding of and respect for each other's point of view and an appreciation of the difficulties each organization faces in accomplishing its objectives. The experience gained has proven to be of material advantage to both organizations as well as becoming a very pleasant working partnership.

CNIB activities and objectives are not only being interpreted by our own organization to the individual blind persons, but also by the CCB. Each blind person is now much more aware of the over-all program of the service organization that is designed to help him, and as a result, a closer contact is created and maintained between himself and the CNIB.

This working relationship between the two organizations continues to improve year by year as we gain experience. The communications between our two organizations have recently been broadened and formalized by the creation of a joint national committee composed of the managing director and national officers of the CNIB and

the president and representatives of the board of directors of the CCB. The terms of reference of this committee are to consider the following:

- (1) Any matters affecting CNIB public relations with the blind and/or the sighted.
- (2) Any matters affecting CCB public relations with the blind and/or the sighted.
- (3) Any matters affecting relationships between CNIB and CCB.
- (4) Any extensions or proposed changes in the general service program of the CNIB.
- (5) Any proposed change in the program of the CCB.
- (6) Any suggestions or recommendations in respect to desirable changes in provisions for the blind, legislative and otherwise.

The consideration of such topics and the resultant suggestions and constructive criticisms of both organizations will, we feel, lead to an even better relationship and improved services to the blind people of Canada.

These, of course, are not the only benefits. The greater harmony that exists between an organization of the blind and an organization serving the blind, the more united and uniform will be the approach to the general public and the more constructive will be the development of the service program. The past thirty-nine years of CNIB activity in Canada have

demonstrated beyond the question of a doubt that if the public have confidence in an organization and sufficient knowledge of its program, they will give the support necessary to carry on and develop its work. Evidence of the value of a unified approach to the public, coupled with a well-rounded rehabilitation program, is shown in the unfailing support we have received year after year. This increasing support has kept pace with our expanding service program and has enabled us to introduce and maintain new beneficial services. We sincerely believe that as long as harmony and unity of purpose exists between both our organizations, we will continue to receive increasing support from our fellow Canadians. Because we are speaking with one voice, we will also receive greater consideration on the part of our Government for improved legislation, and opportunities for blind people will be increased and will result in a higher standard of living for all.

We feel the success of this partnership is due to the fact that both organizations have a common cause—the total rehabilitation of the blind people of Canada with the consequent improvement in employment opportunities, higher standard of living and a fuller and happier way of life.

We cannot fail in our objectives because there is full and complete cooperation; not mere tolerance, but an acceptance of and respect for each other's contributions as equal partners.

PARTNERSHIP

of the Blind with the Agency for the Blind

— ON BEHALF OF THE BLIND —

NORMA E. HUGHES

TODAY IT IS MY PRIVILEGE and pleasure to present to you the experiences of blind Canadians in their efforts to achieve a working partnership with The Canadian National Institute for the Blind—Canada's chief service agency for the sightless. I am happy to make this presentation on behalf of The Canadian Council of the Blind—Canada's largest organization of the blind themselves.

Before proceeding to discuss in detail the accomplishment of this partnership which we in Canada enjoy, I should like to give you a brief picture of the origin, purpose, and a little of the history of The Canadian Council of the Blind, more familiarly known as the CCB.

Ever since the early 1900's small groups of blind people have banded together for social purposes, or for the betterment of conditions for themselves and their fellow blind. Around 1941, the idea was conceived that, were all the existing groups to unite, this nationally constituted organization might well become "the voice of the organized blind" of our country. I shall not take up your time with details of the early negotiations, but the end result of a great deal of thought and planning was the establishment, in 1944, of The Canadian Council of the Blind comprising seven member clubs. The Council now has sixty-two clubs, with

an over-all membership of approximately 3,900 persons. From this you will see that the CCB is still in the development stage—for there are 22,000 blind Canadians. However, allowing for the fact that all groups do not necessarily wish to become affiliated with our Council, and for the fact that blind individuals do not always wish to join a club of the blind, we feel that our goal of 100 clubs with some 7,000 members is quite within the realm of possibility in the not-too-distant future.

Our primary purposes can be briefly stated as these: to promote the organization of clubs of blind people throughout Canada; and, as these clubs become active functioning units within their Council, to cooperate on the club, division, and national levels with The Canadian National Institute for the Blind, with the schools for the blind, with the Federal and provincial governments in Canada, and with the general public for the amelioration of conditions among Canada's sightless citizens in all areas of daily living.

In this present instance, we are dealing mainly with that part of our purpose which treats of the cooperation with the service organization. Our cooperation with other groups in Canada will be considered only in respect to our relations with the service agency.

This partnership can best be illustrated as it has developed through

the work of the various standing committees set up in our CCB constitution. These committees are: finance, recreation, education, publicity and legislation. In addition to the above-mentioned committees, I shall also deal with prevention of blindness, extension, public relations, and one or two special projects. It should be understood that the major part of this program is carried out on three levels—club, divisional, and national, and that the partnership must be maintained on these same three levels if it is to succeed.

Finance

During the very early days, the CCB was financed by contributions from the participating member clubs. This arrangement was satisfactory in the initial stages, but it soon became apparent that more stable financing would be necessary if the infant organization were to survive, and it was here that there began the first real partnership between the CCB and the service agency. The only means of financial support appeared to be by public appeals for funds. This the Council was most reluctant to do, owing to the public confusion which would result. It was at this point that the CNIB came forward with an offer to finance the CCB on the local, divisional and national levels—with no strings attached. After much consultation this offer was accepted on the understanding that the autonomy of the Council would always be respected. The Council personnel were in complete agreement that multiple appeals to the public only create confusion, and thus damage the blind people whom they wanted most to aid, and therefore they were willing and anxious to try the proposed financing scheme. The CCB has tried to keep its requests reasonable and consistent with conditions existing

in various parts of Canada. The CNIB has always respected the Council's autonomy and has never used its financial support as a means of influencing Council decisions. If there have been times when the agency has not been in accord with our policy, they have never used methods of dissuading us, other than those used in democratic free discussion. Perhaps an illustration from another field would best serve to clarify this point. A few months ago, a Canadian Citizens Forum panel was discussing Canada's role in foreign affairs. The question was asked, "Does Canada's membership in NATO and the Commonwealth limit her independence in the matter of foreign policy?" The reply was, "No, membership in NATO and the Commonwealth does not limit Canada's independence. It simply changes the form of that independence." I believe this comparison to be analogous with the situation existing between our two groups.

These financial arrangements cover all phases of Council activity, from our national office and our national conventions through the seven divisions, right to the clubs, which are financed, in most instances, by the local CNIB advisory boards. We have found that this system works amazingly well when one considers the wide variety of people concerned, and the various stages of development existing in the clubs which are organized from time to time. On the local level, it has been found most satisfactory to adopt a broad over-all policy within which the affiliating club agrees to operate. This policy gives the club freedom to express its own initiative but at the same time discourages any public fund-raising projects. Part of the procedure of affiliation with the Council is the endorsement by the new affiliate of the regulations governing its financial policy. That no new affiliate has yet ques-

tioned this policy as being limiting or dictatorial would seem to indicate that it is sufficiently broad in scope to meet all reasonable needs.

Recreation

Having established our financial policy, we shall now turn to one of the main phases of Council activity — rehabilitation through social and recreational programs. It is our conviction that membership in a club of the blind can do much to rehabilitate a newly blinded person by providing outlets for expression of his innate talents and acquired skills. It is our hope that such club activity as he can participate in will provide him with a stepping-stone which will gradually lead him back to the normal life he enjoyed before the onset of blindness. Failing this, it at least provides him with group activity, thus taking him out of his own little circumscribed world of home and blindness. Here, again, we work in close cooperation with the service agency. In this instance, our role has often been that of promoter or advisor. For example, at one of our division conferences, a delegate suggested that there ought to be summer camps for the blind in his area. Our Council does not provide such services, but we could and did take the proposal to the corresponding CNIB division. The ultimate result was the establishment of two ten-day summer camp periods for the blind people of that region, with a CCB-CNIB special committee to handle applications. Blind persons over a wide area benefit from this camp which is staffed and administered by the CNIB, but the inspiration for which came from blind people themselves, at a CCB division conference.

Bowling among the blind was, of course, in existence in Canada before the Council came into the picture. However, as new clubs were set up, new

bowling teams were formed, and this sport has seen an ever-widening expansion during the past ten years through the joint efforts of the CNIB who make the services available (frequently in cooperation with local service clubs), and of the CCB who promote this sport by correspondence with clubs, sports bulletins, and discussion of bowling problems at division and national conferences. The same may be said for a wide variety of other games such as cribbage, table bowling, carpet bowling—to mention but a few. It will be readily seen that, in the realm of recreation, the two organizations complement one another—the one promotes and maintains active interest; the other provides the facilities for carrying out the programs. Problems are bound to arise where so wide a territory is involved. We have encountered difficulties. We will continue to encounter them. But we have yet to encounter any problem which could not be solved by free and uninhibited consultation. We have in the Council a national committee on recreation, seven division committees, and, in many clubs, local committees. In addition, we have joint CCB-CNIB committees who serve as liaison between their respective groups, and frequently function as a clearing-house for ideas and suggestions.

Education

The CCB and its divisions also maintain committees on education. The duties of these committees, as stated in the constitution, are: “to *promote* the education and training of the blind to enable them to function fully as citizens and particularly to fit them to earn their livelihood.” For the CCB, the key word here is “promote.” We do not carry out educational projects except in one phase, which I shall deal with later. Our approach in the realm of education is somewhat different from

that of recreation. In Canada, education for both blind and sighted youth is directly under the departments of education of our ten provincial governments. Thus, neither the Council nor the Institute is directly responsible for this phase of service for the blind. However, both our organizations are keenly interested in the training of blind youth, and a fortunate situation has developed whereby our Council, which is not a service agency, can make constructive suggestions to the schools at times when the agency's hands are tied.

In the field of adult education, we can sometimes act in an advisory capacity to the service agency which provides courses for vocational training of the blind. If the CCB or one of its divisions sees an educational or training need which is not being met by the agency, the deficiency is pointed out, and, as soon as funds and facilities become available, this deficiency is corrected. On the other hand, we of the CCB have had to learn that it sometimes requires time and patience to bring about the desired changes in any program.

The one phase of education in which the Council has actively engaged has been the promotion and encouragement of self-improvement courses in our clubs. Such courses as parliamentary procedure, effective speaking, good grooming, and others, have helped our club members to present a better appearance, and to speak and think more clearly at our conventions. This, together with the executive experience the members have gained has been helpful to the agency, as new material has thus been discovered and developed for CNIB staff positions at a later time.

Publicity

The Council has two main avenues of publicity. One of these, the quar-

terly publication of *The CCB Outlook*, is strictly a Council project, and has little place here. I mention it in passing, as it is one more avenue by which the talents of blind people have been discovered and expressed.

The other is our annual White Cane week educational program which has been held each year since 1946. This idea, which came out of a CCB convention, and in which the CNIB was invited to participate, has developed through the years to the point where it is now a widely known annual event throughout Canada. Here our partnership with the CNIB begins in the spring of each year, when the CCB committee and the CNIB Public Relations Department sit down together to map out the over-all plans for the program the following February. It extends through the divisions to the clubs and the local CNIB branches where a wide variety of local publicity projects have been tried during the years. Frequently our part has been to gather new ideas and suggestions from our club members, and to provide material which can be incorporated into the press and radio releases. These ideas are sifted by the joint committee, after which material is prepared and distributed to CCB clubs and CNIB offices for wide circulation in the communities. On the local level, CCB and CNIB personnel join forces to address school children, demonstrate braille and crafts, or appear on TV and radio shows.

Legislation

Improvements in the legislative provisions for blind Canadians have always been a topic of grave concern to our people, even years before the CCB came into being. As early as 1924, isolated groups of blind people were seeking ways and means of bringing our needs to the attention of the Fed-

eral Government. The CNIB had long been active in this field, and, as a result of its efforts, the first pension legislation for the blind was adopted in 1937. By 1944, the CCB was beginning to make its voice felt. In this, our initial legislative effort, we had, to support and guide us, the years of experience gained by the Institute. Our partnership has again been on all levels, but in this instance, action on the club level has usually been confined to special club committees who work closely with the local CNIB staff members when planning joint approaches to district members of Parliament or local service and other influential organizations. At our national conventions, the topic of legislation has always aroused animated discussions and it has not always been easy to reconcile the views of delegates who come from all parts of Canada. Throughout our many deliberations on this all-important subject we have depended much on the wisdom of the CNIB officials who have had the benefit of much wider experience in legislative matters.

Prevention of Blindness

Another of the objectives stated in the CCB constitution is "to promote measures for the conservation of sight and the prevention of blindness." This phase of our Council program was given little attention, except indirectly through White Cane Week, until 1953, when it was decided to establish a special committee to study prevention of blindness and sight conservation. It will be readily understood from the foregoing that our role in this field could not be one of actual prevention, as we are not equipped to carry on services, nor do we possess the technical knowledge necessary to deal with so specialized a subject. However, it is our purpose to gather information about the cause and treatment of eye

conditions, the frequency of eye accidents, and the accepted practices for sight conservation, and to make this information available to our clubs. Thus it is hoped that at least some of the club members will acquire a general working knowledge of the subject, which can be passed along to their seeing friends as the opportunity presents itself. This over-all goal is in the very early stages of accomplishment, and its ultimate fulfillment will require considerable time and effort. However, we look forward to success in the future, for we have received, and I am sure will continue to receive, the cooperation of the CNIB Eye Service Department, whose staff have made available pamphlets and information, and have generously responded to our committee's requests for consultation. We consider partnership with the CNIB in this undertaking most essential, as we are lay workers, and are anxious to avoid any mistakes which would confuse the sighted public.

Extension

As previously stated, the CCB has, since 1944, progressed from seven to sixty-two clubs. The method of accomplishing this steady growth has varied according to the region concerned, but it has taken the following general course. It frequently happens that blind persons attending a division executive meeting, or a conference, report a club potential in a given district. If the prospect seems a likely one, the division chairman or membership convener will contact the CNIB field secretary to explore possibilities of a club in his area. It has been generally accepted that the field secretary is the one best calculated to know the personnel in his district and to express a reliable opinion as to whether there are blind persons capable of, and likely to be interested in, organizing and

administering a club. The human element enters into the picture on both sides, for, on the one hand, the field secretary may or may not respond to the idea of a club in his district; and, on the other hand, the CCB division personnel may or may not have been accurately informed about leadership potential in the area. These are problems which can be negotiated only by free discussion on both sides, and by a willingness on the part of the CNIB staff member and the CCB division executive member to sit down together and discuss freely and openly the pros and cons of the question. Wherever such a policy has been followed, the results have been advantageous to all concerned. It has been acknowledged by the CCB that the full cooperation of the CNIB local staff member is of paramount necessity if a club of the blind is to be formed and function adequately in his district. When the club is formed, it must then be the responsibility of the CCB division to assist and strengthen that new club so that its executive can learn to administer its own affairs wisely, and in accordance with the best interests of the blind and of the seeing public in the community.

Public Relations

This leads us naturally to the all-important subject of public relations—among CCB clubs, between the CCB and the CNIB, and between the blind and the sighted. The Council has become increasingly aware of the need for closer relations among all these groups, and for this reason, our board of directors suggested to the CNIB that a joint public relations committee be formed to study all aspects of this important problem. This committee was set up in June 1956 and has just recently approved a broad over-all policy within which it will operate. Among

the questions to be dealt with by this committee will be complaints from the blind or the sighted not otherwise cleared through the regular channels. It should be noted here that, ever since the Council was established, the CCB and the CNIB have had a working policy for clearing grievances which arise among CCB club members. The public relations committee will handle only complaints of a very general nature which have not previously been resolved. This committee also proposes to consider problems arising from unscrupulous organizations whose activities from time to time create confusion in the minds of blind people and their sighted friends. It is felt that the organization of the blind is in a much better position to educate and influence blind people with respect to unscrupulous or unethical organizations than is the CNIB, which is the service agency and is in many cities a member of community chests or other public fund-raising programs. While it is as yet too soon to assess the results of the new public relations committee's activities, it is felt by both our organizations that it may very well have a far-reaching effect on the progress of work for the blind in Canada.

Special Projects

Before bringing my remarks to a close, I should like to mention briefly two special projects which will serve to point up the partnership of which I have been speaking. The first deals with the solution of a problem; the second with the establishment of a special fund.

From time to time there had arisen in one of our divisions isolated complaints about one of the CNIB services which was not meeting the needs of the clients as fully as could have been desired. This problem was discussed by the CCB division executive, and it

was decided to appoint a committee of three to consult with the Institute. At the executive meeting just mentioned, the matter of a term of reference for this committee was raised, and one of the CCB officers said, in effect: "Call the committee anything you like, but do not call it a grievance or complaint committee." Finally it was designated "The Committee on Sales Room Service." This decision was made by CCB members, at a closed meeting, where no representative from the agency was present. It was the decision of the blind people themselves that they wished to meet the agency staff members across the conference table with no barrier having been raised by those ugly words, "complaint and grievance." I might add that two meetings followed at which views were exchanged, and where each group tried to see the viewpoint of the other. The final result was a distinct improvement in the specific service, and, although the CCB committee did not accomplish everything which it sought, its members, and the division in general, were satisfied that a sincere effort had been made to correct a situation which, though it may have been apparent for some time, had not been brought to the attention of those best able to deal with it.

The second special project is totally different in character. This one was broached by the CNIB to the Council, and was wholeheartedly endorsed by clubs all over Canada. As many of you know, there has been a movement on foot in the World Council for the Welfare of the Blind to restore the home of Louis Braille as a memorial and maintain it as a tourist attraction. A suggestion was made that the \$1,000 required for the restoration of the residence be contributed by Canada, and the Institute proposed to us that our clubs might wish to have a part in

this project. A memorandum was dispatched to the clubs outlining the proposal, and stating that any funds collected must be on a strictly voluntary basis. The final result was that CCB clubs and individual blind persons contributed \$561 and the CNIB contributed the balance from its general fund. I mention this not to stress the amount raised, but to point out that CCB clubs will respond with enthusiasm to a suggestion which emanates from the agency for the blind.

Blind people are exactly like their sighted brothers and sisters. They do not enjoy being told what they will or will not do, but they are, for the most part, willing and anxious to cooperate if the decision is left in their own hands. It may be that this method does not bring the most rapid results, but often they are more sure and lasting for being delayed.

In conclusion I would leave you with this thought. The Canadian Council of the Blind has adopted as its motto "Faith, Service, Fellowship." This motto, which was chosen primarily for our Council clubs, could very well be accepted as the keynote for our relations with The Canadian National Institute for the Blind. For, if we can have faith in each other, trusting the wisdom and good judgment of each, recognizing the difficulties and problems of each, and working together to solve these difficulties; if we can be of service to each other, always ready to lend to each the helping hand so necessary if we would achieve our goal of complete rehabilitation for Canada's sightless citizens; if we can strengthen and increase the good fellowship which already exists between our two organizations—then will we truly be able to say that the partnership of the blind with the agency for the blind has reached its ultimate fulfillment.

BLIND CHILDREN

In Rural Communities

JOHN WILSON

THE MOST CHALLENGING problem facing workers for the blind today is that of expanding, for the benefit of millions of blind people in the emergent countries of the world, ideas and techniques which, during the past century and a half, have been elaborately developed in a few countries with advanced social systems. These ideas and techniques are largely the product of urban experience, and the process of expansion, to have any meaning, must be seen also as a process of adaptation to the realities of life in rural and peasant communities. It will not be an isolated advance for it will take its impulse from that revolution in economic and social conditions which is moving in the modern world and which, if it can survive the perils which accompany it, may prove to be the most creative force of our times. In this paper, I hope you will permit me to take the subject in broad perspective and, as part of the practical question of curriculum in rural schools for the blind, to consider the nature and purpose of the task.

The first difficulty is the shortage of scientifically ascertained facts; nobody really knows how many blind children there are in the world and how many of them live in rural areas. If you add together the official returns and estimates of countries which have them and, from that, deduce an average incidence of blindness for countries without estimates, you get a total of

9,500,000 blind people in the world. This is an average incidence of 360 blind per 100,000 of the general population and that is almost certainly an underestimate. If, to that figure, you apply the UN division between rural and urban populations, you reach the estimate that approximately 7,000,000 blind people live in rural communities.¹ I do not suggest that these figures are accurate but simply that, on available statistics, they are not unreasonable as minimum estimates.

What is even more difficult to estimate is the number of blind children below school-leaving age. The best method would be to use figures of the incidence of blindness in the child population, but such figures are available only for a few unrepresentative countries. A less satisfactory method is to look at the proportion of blind children in the blind population and, in this direction, recent surveys in Africa and elsewhere have revealed some surprising facts. Formerly, experience in such countries as the United Kingdom and the United States, where children constitute from 2 to 3 per cent of the blind population, had led many of us to the comfortable assumption that, in the world as a whole, the number of blind children was minute in relation to the number of blind adults. In Africa, during the past six years, considerable sums have been spent on elaborate surveys of blindness in areas containing more than thirty million inhabitants. The results of surveys in British Territories, which are now being analyzed, reveal

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the disturbing fact that something like 12 per cent of the blind population consists of children below sixteen years of age. For example, a four-year survey by specialized medical teams in West Africa indicates that in Nigeria, Ghana, Sierra Leone and Gambia, there are some 400,000 blind people of whom at least 130,000 are men and women of working age and approximately 50,000 are children. There are some countries, for example Bechuanaland, where the incidence of children seems to follow the European pattern but these are outweighed by areas with an appallingly high incidence. For example, a survey of eighty-three villages in the northern province of Northern Rhodesia, conducted last year, showed that one child in every thirty is blind.²

It would, of course, be unwarrantable to assume that these figures can be applied to the world generally but they are more likely to be representative than the figures in Europe and America because the African pattern of disease and age distribution is more typical of world conditions. If you estimate the world average at halfway between the African and European figures (and this is giving the benefit of the doubt to the optimists), you reach the conclusion that at least 7 per cent of the world's blind are children. On the figures given earlier in this paper, that would mean that there are at least 660,000 blind children in the world and that about 500,000 of them live in rural areas.

The Oxford Conference of 1949 affirmed that blind children "should be given full opportunity for general and vocational education in schools adequately equipped for the education of the blind and with fully qualified teachers." It added that national systems should ensure "to all blind children education according to their interest and aptitudes at least equal to

that they would have received if they had not been blind." This statement, like its contemporary, the UN Declaration of Human Rights, which affirmed that everyone has a right to education,³ could not be bettered as a statement of moral principle, but needs to be accompanied by a statement of objectives applying particularly to the less developed countries of the world.

UNESCO world survey of education⁴ concluded, after a massive study of available statistics, that "at least half of the world's children were not receiving any kind of school education in the year 1952." School enrollment varied from more than 90 per cent of the child population in a few countries to less than 10 per cent in others. That survey was made as a practical guide for educational administrators, particularly in less developed countries, and it should be possible, at least approximately, to make a comparable analysis of the present position in the education of the blind.

International Efforts Needed

The twenty-nine countries which made returns to the Bussum Conference together recorded 348 schools with a combined enrollment of 22,300 blind students. Exact figures are not available for the countries not represented at Bussum, but it is unlikely that their combined enrollment would bring the world total above 40,000 blind school children. If these figures are even approximately accurate, they mean that only about 6 per cent of the world's blind children are receiving education. Put another way, they indicate that a child, on going blind, has about an eighth of the chance of receiving education that he would have had if he had retained his sight.

The purpose of all this rather tiresome arithmetic is to suggest that, par-

ticularly in the less developed countries, the present objective of policy should be to ensure that the proportion of blind children for whom education is provided should not be less than the equivalent proportion amongst seeing children. That policy would be difficult to resist politically and, once an effective survey had been made, could be translated in terms of buildings, teachers, equipment and budgets. It would require a major expansion of facilities which would not be possible without increased international collaboration. To illustrate that it is not beyond the bounds of possibility, may I refer to the experience of the British colonies where, ten years ago, facilities for the education of the blind were neither better nor worse than those prevailing today in most of the "less developed" territories of the world. In these colonies, during the past seven years, twenty-seven new schools for blind children and twenty-eight new training centers for young blind adults have been established; the number of blind people at school or in training has multiplied more than ten times. If this rate of progress can be maintained, and it is in fact accelerating, many colonies within the next ten years will come within sight of the target suggested as the aim of international policy.

At the Bussum Conference it was agreed that "average blind children" should be educated either in exclusive residential or day schools or should be integrated, under proper supervision, into the normal school system.⁵ Behind this resolution is the century of controversy between the segregators and the integrators, but it is to be hoped that this controversy will not be taken too seriously in the emergent countries. In such countries the ideal can easily frustrate the attainable and the alternative is not between a blind school

or a braille class, but between some education and no education. Every country which has a substantial number of blind children to educate needs at least one expertly staffed blind school to act as a focus of interest, a demonstration of local possibilities and as a training center for the teachers without whom nothing can be accomplished. Beyond that, let us remove all the brakes and use every known method and improvisation which is consistent with the resources and life of the local community.

In the context of this conference, we speak of "rural schools," but the adjective covers a vast range of conditions. The comfortable rusticity of the Sussex or Virginian countryside, the meadows and vineyards of Europe, the farmlands and prairies of America, the "outback" of Australia, the plains of Asia, the African "bush," the jungles, deserts and wildernesses of the world—all these are "rural" but some are decidedly more "rural" than others. It is the nature of the community and the state of its organization which makes the difference and, if we attempt to tackle blindness on a world scale, we must give primary attention to the village and tribal communities of Asia, Africa and Latin America. Amongst them, blind children are numbered not in manageable hundreds but by scores of thousands.

When you visit such places, you are impressed with the gallantry of the pioneers. Often with improvised buildings and equipment and usually with totally inadequate funds, they attacked the problem which surrounded them and taught a handful of blind children by the best methods they could devise. These pioneers were not usually specialists and they turned for guidance to experts in countries where a century of thought and experience had been given to work for the blind. From such

countries they obtained books of reference, curricula and equipment and often, with surprising accuracy, they formed their school on the advanced model. They thought in terms of braille, workshops and clerical employment and, so long as they were receiving children from large towns, the model worked well. But soon their fame spread and they began to receive children from illiterate village and tribal communities, children of a type never before taught by workers for the blind. The need was for a form of education which looked not outwards to Massachusetts, Worcester or Paris, but inwards to the village life from which these children came and to which most of them must return.

Need for Realistic Education and Training

Some schools made a purposeful effort to deal with this problem, but it is not surprising that others failed either to solve it or to recognize its existence. For more than fifty years, teachers in Asia and Africa have been perplexed by the difficulties of adjusting general curricula to rural requirements, and a library of books has been written on the subject. National systems of education have been criticized because "they produced too many clerks and too few farmers" because they "failed to stop the drift to towns, the decay of agriculture and the break-up of tribal life."⁶ Contributors to the 1953 Survey of African Education complained that, in countless schools, it was impossible to tell from curricula, books or lessons whether the school served an urban or rural population.

To the pioneer schools for the blind, most of which were isolated institutions without after-care facilities, the problem presented itself in the most acute form. Often it led to tragic results for the village children whom

they tried to help. A fortunate few found employment in town workshops or remained as adult dependents of the school using space and resources badly needed for new recruits. Others joined the queue of unemployed clerks or became street beggars of the most depressed order. Others returned home where, with their braille and urban accomplishments, they might for a while be the wonder of the family until the realities of rural economics drove many of them back to the dark corner of the hut from which they had been rescued years before. You will find many such in remote villages, pathetically treasuring their two or three braille books and the tools of a trade for which there is no demand in their community.

This picture of individuals unfitted by their education for the realities of life has its counterpart in many countries. The danger was that, in predominantly rural areas, such misfits were becoming a majority of all the educated blind and, in consequence, blind welfare was coming to be regarded as an impractical extravagance or even as a social menace.

Many teachers in such areas have fully recognized this problem and have found the remedy in a thoroughgoing acceptance of the basic principle that it is the function of a school to equip its children to live effectively in their own community. If the community consists of tribesmen, peasants, artisans, then their activities must give color and meaning to the work of the classroom. If that calls for hoes and hammers before braille frames, cooking pots and nets before arithmetic boards, then these things, and teachers who can handle them, must be given their place in the school. This is the direction in which general education has been moving for some years, and it is sufficiently clear from the initial suc-

ness of training schemes for blind peasant farmers and village craftsmen that the policy is a practical one for the blind.

In 1952, a conference of teachers from fourteen African countries met to consider the practice and policy of education amongst rural communities. They formulated five objectives of the primary curriculum and, though these were intended for seeing children, they can be applied with few modifications to work for the blind. These objectives were:

1. Development of sound standards of individual conduct and behavior.
2. Understanding of the community and what is of value for its development and of the contribution which the individual can make to the community.
3. Development of a lively curiosity leading to a desire for knowledge about the immediate environment and the world outside.
4. Permanent literacy.
5. Acquisition of skill of hands and recognition of the value of manual work.⁷

Literacy clearly presents special difficulties. Is it worth teaching braille to a child from a community which is largely illiterate and which has practically no books, even in print, in its own vernacular? Some authorities consider that literacy is unnecessary for sighted children from such surroundings. In practice the question is usually resolved by regarding literacy not as an end in itself but merely as one amongst many ways of acquiring knowledge and competence through a balanced curriculum. Blind children usually want to learn braille because it enhances their status even amongst an illiterate people. So long as the school teaches them a second language, in which there is a substantial braille literature, no one with an eye to the future would deny braille to these children so long as it does not overbalance the curriculum.

As an example of the way in which such problems are being solved by teachers of the blind in many parts of the world, may I briefly describe a village school which I visited recently in a remote part of Northern Rhodesia. This school is being used as the prototype of others now being established in the area, which has an alarmingly high incidence of blindness.

The village is a scatter of thatched huts around the chief's compound. It flanks the river which, with a few sparsely cultivated fields, provides food and work for the tribesmen. The blind school, made of sun-dried bricks under thatch, was built by the village people for less than 650 pounds. Thirty-two blind children attend, some coming daily from neighboring huts, and others from more remote villages, living in "round houses," each under a "hut chief." There are two teachers, both village men, who had a year's special training at the central school for the blind. One teaches full time at the school while the other spends part of his time on a bicycle visiting villages within a radius of fifty miles, getting to know all the blind, and laying the foundations of a simple after-care system.

If you ask the headmaster for his curriculum, he will probably produce it with some difficulty, but it gives only an approximate idea of what the children do. Shortly after dawn, you will see them in the "bush" gathering wood for the fire and material for the day's work.

When I was there, two of the blind students were fashioning a canoe from a tree trunk while others repaired handmade nets, kindled the fish-curing fire or worked in the fields where they grow much of the school's food. There are formal lessons, but the classroom is part of the village and open to its sounds and life. Most of the children

learn braille, but this does not interfere with their more active education; they have improvised an arithmetic frame by punching octagonal holes in a cigarette tin. When they have finished this schooling, they will not be scholars, though some reach standard five in the general curriculum, but they will know every inch and every activity of their village. They will be part of their community because they have never left it. They will stand a good chance of marrying local girls and of raising

families which they can maintain and protect at a standard not much below the average of the community. They may be amongst a new generation of blind people in the rural life of Africa.

I would like to end by suggesting that there is urgency in the problems which I have tried to outline in this paper. Since the Bussum Conference five years ago, it is probable that 200,000 of the world's children have gone blind — and most of them are still in the wilderness.

NOTES AND REFERENCES

1. These estimates are taken from statistics compiled by the British Empire Society for the Blind for the Rural Activities Committee of the World Council for the Welfare of the Blind. This division between rural and urban populations is taken from the assumptions in the United Nations' Demographic Year Book, 1955.
2. Report by the ophthalmic surgeon of the Northern Rhodesian Government following a survey in the Lake Mweru region of the Northern Province of Northern Rhodesia (Reference: the Seventh Annual Report of the British Empire Society for the Blind).
3. Resolutions of the Oxford Conference, 1949. Article 26(1) of the Declaration of Human Rights adopted by fifty nations at the 1948 Assembly of the United Nations.
4. UNESCO "World Survey of Education" 1955, English edition, p. 17.
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6. "African Education, A Study of Educational Policy and Practice in British Tropical Africa:" 1953. Page 5. Report of West Africa Study Group, p. 21.
7. Conference at King's College, Cambridge, September 1952.

TEN YEARS OF COOPERATIVE REHABILITATION ACTIVITIES

— *Operations and Results* —

PHILIP S. PLATT, Ph.D.

HOW EFFECTIVELY HAVE THE voluntary agencies rehabilitated blind people since Vocational Rehabilitation Services came into the picture twelve years ago? Few, if any, of us have the criteria or the incontrovertible facts necessary to answer this question. The Lighthouse offers this contribution as the answer of one agency. Until many other agencies have made similar studies we shall not know whether our results have been good. We have no basis for comparison.

As a result of intensive efforts on the part of a number of our key personnel and because of ten years' experience, we are able to present an analysis and interpretation of 501 trainees, assigned to the Lighthouse by the Vocational Rehabilitation Services of the New York State Commission for the Blind, since the spring of 1946, for whom (1) evaluation, (2) prevocational and (3) vocational training services were provided. Another 295 received only psychological appraisals or one or more other single services. Others died or were untraceable. These 295 are not included in this analysis.

So far as we know, this is the first report of a substantial number of blind trainees who completed their training at a voluntary agency and who have

been followed up over a period varying from one to ten years, that is, from the spring of 1946 to December 31, 1955.

We hoped to find out how effective our cooperative relationships with the VRS had been, whether there could be improvement in these relationships, whether the program for blind people had improved and whether as a result they were better off.

The Beginning of VRS Training at the Lighthouse

In 1944 the New York State Commission for the Blind, Department of Welfare, held a meeting in Albany for the purpose of discussing with agencies for the blind a proposed cooperative vocational rehabilitation program whereby the state Vocational Rehabilitation Services would pay local voluntary agencies for training blind individuals approved and referred to the agencies by VRS. The Lighthouse at this meeting publicly expressed its unqualified interest in this proposal and shortly thereafter developed a sound, well-rounded working agreement for the furtherance of the vocational rehabilitation program for our share of the blind in the state of New York.

The great contributions made by VRS, under the utterly devoted administrative skill, vision and helpfulness of Herbert R. Brown, director of the Service, and his staff, were the establishment of standards, evaluations, and

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formal procedures which were so greatly needed in rehabilitation work in New York State. Of course the financial remuneration to the participating agency on a fee for service basis was what enabled the extensive enlargement and improvement of staff. These net fees to the Lighthouse increased from \$556 in 1946 to \$33,357 in 1955. In addition, VRS's provision of client maintenance allowances, handled through the receiving agency, was an essential part of effective rehabilitation. Equipment, tools and special stock were also provided, when necessary.

What did the Lighthouse bring to VRS? It brought the "know-how" acquired over years of rehabilitative work with people of every type and it provided a physical plant, a trained staff, a multi-activity program and a healthy climate of open-mindedness and freedom from fixed ideas and red tape. In dollars and cents, the operation of a program which now represents a million and a quarter dollars annually, in addition to a three-million-dollar industrial operation, was placed at the disposal of, or made available to, the VRS trainees.

Staff That Served Trainees

The training staff of the Lighthouse, under the supervision of Miss Marian Held, director, Department of Direct Services, consists of a director, a supervisor, a psychologist, a newsstand supervisor, two counselors, five teachers and two secretaries — a total of thirteen. The director of employment and his staff play an important part in this program, not only in seeking actual jobs but in an advisory capacity and in providing current labor market information. Many other staff workers are intimately involved. These are our social service, medical, home teaching, shop and music school personnel. On

another level are the recreation workers, the vacation camps and all other direct services personnel, as the need arises. All are ready and eager to lend a helping hand.

Sources of Information

Information for this study was gathered from three sources. The Lighthouse case histories of each trainee provided information on 24 of the 27 main headings under which data were tabulated for each of the ten years under study. The three remaining items — present employment, weekly salary range, and reasons for unemployment, if presently unemployed, were obtained by questionnaires. Realizing the difficulty blind people experience in filling out elaborate questionnaires, ours was kept to the irreducible minimum. The results were encouraging. In addition to the replies received the Lighthouse staff completed information on others in person and by telephone.

Of the 796 persons served, we eliminated 159 receiving psychological appraisals only, 91 receiving one or more other single services, 33 who had died, and 12 whom we were unable to locate. Thus for this study we were left with 501 individuals who had received "the full treatment."

Lighthouse Non-VRS Services

It should be pointed out that the Lighthouse has always endeavored to adjust, train, and find employment for its blind clients. It accepts any and every blind person who seeks its assistance. Naturally, there were many whom we could not recommend for VRS training because of ill health, other physical handicaps, age, lack of vocational objectives or motivation, actual inability, mental state, etc. In fact the non-eligible group considerably exceeded the VRS group. These con-

tinued and will always continue to have Lighthouse services.

Analysis of 501 Trained

These were divided into two groups — those 426 whose permanent residence was in the four boroughs of New York City which the Lighthouse historically

serves and those 75 whose permanent residence was in Brooklyn and in eleven other New York State counties. Since this distinction has little meaning except for the Lighthouse and the VRS, it will be disregarded in our future tables. However, it is presented in this instance.

TABLE I
PLACE OF PERMANENT RESIDENCE (COUNTY)

IN LIGHTHOUSE		OUTSIDE LIGHTHOUSE	
AREA OF SERVICE	NUMBER	AREA OF SERVICE	NUMBER
New York	228	Kings	45
Bronx	118	Nassau	4
Queens	75	Suffolk	4
Richmond	5	Erie	7
		Niagara	1
		Schenectady	2
		Cortland	1
		Westchester	5
		Monroe	2
		Rensselaer	1
		Yates	1
		Genesee	1
		Unknown	1
Total	426	Total	75
Grand Total		501	

Demographic Data—Sex, Age, Citizenship, Marital Status, Educational Background

There were about six males to four females; 96 per cent were citizens; 55 per cent were single; 29 per cent were married; 11 per cent divorced or separated; and 5 per cent widowed. Between the ages of 16 and 39 were 57 per cent; between 40 and 59 were 41 per cent; and age 60 and over were 2 per cent. In regard to educational background, high school graduates represented the largest group, viz. 31 per cent, with those who attended high school next with 24 per cent. Grade school graduates claimed 17 per cent, while those merely attending such schools claimed 16 per cent. Four per cent simply attended college, while 6 per cent had a college degree. The remaining 2 per cent represented no formal education or attended only evening English classes or were un-

known. However, in addition to the schooling listed, 14 or 2.8 per cent attended also schools of law, business, arts, nursing, music, trade and dietetics.

Family and Economic Status

It was found that upon entering training 71 per cent were living with their families, 18 per cent were living alone and 11 per cent were boarding. Economic status revealed that 48 per cent were supported by their families, 25 per cent were receiving public support, 20 per cent were self-supporting, 3 per cent were receiving pension, while 4 per cent were receiving insurance, compensation, social security or private relief of some kind.

Vision

Fifty-five per cent had usable vision within the legal classification of blindness, 32 per cent were totally blind or had light perception only, while 13 per

cent could observe hand movement or count fingers.

Age at Onset of Blindness

The analysis showed that 187 or 37 per cent became blind during the first 15 years of life, 186 or 37 per cent became blind between the ages of 16 and 39, 122 or 27 per cent between the ages of 40 and 59, 2 became blind after 60 and 4 were unknown.

Type of Training

Our records show that 35 per cent had prevocational training only, 27 per cent transcribing-typing, 26 per cent vending stand training, 11 per cent on-the-job training, while 1 per cent had professional training such as home teaching or music. Incidentally, 55 per cent were referred by VRS and 45 per cent by the Lighthouse.

First Employment after Training

Those who obtained employment after training numbered 358 or 71 per cent of the 501, and they held 41 types of jobs. These jobs were secured through the efforts of no less than eight organizations, the Lighthouse being responsible for 65 per cent, and the individual himself for 7 per cent. Seventeen per cent were unknown and the other 11 per cent were scattered. Our data for the starting salaries for this group were very incomplete. All we know is that one received between \$60 and \$80 per week, 24 between \$40 and \$60, and 19 under \$40. Data for present salaries tell a better story.

Present Employment Status

On this we have better data. Three hundred and six or 61 per cent were employed, 179 or 36 per cent unemployed and only 16 or 3 per cent were unknown. We have recorded 48 types of employment and the 29 reasons for unemployment. Using numbers instead

of percentages, we found that among the 179 unemployed, 44 were seeking work, 39 were ill, 25 said they were now housewives, 15 were unknown, 9 were not feasible for employment, 8 were attending college, 7 were continuing training into 1956, 7 were retired and 26 gave individual reasons such as "will not travel," "waiting for pension," "not interested in employment" and interference with free-lance writing."

The 306 individuals presently employed were holding 48 types of jobs, of which 256 or 84 per cent were concentrated in 9 types and 50 or 16 per cent in 39 types. The 9 principal types of employment were newsstand operators 73, workshops for the blind 66, transcribing-typists 64, concession operators 17, Lighthouse part-time work center 12, outside industrial employment 10, home teachers 6, salesmen or saleswomen 5, and clerks 4. The 39 occupations represented by one, two or three individuals were: scalp mas- seur, messenger, receptionist, porter, shipping clerk, elevator operator, music teacher, lecturer, baby sitting, social worker, home worker, presser, building superintendent, psychologist, physical therapist, helper in nursery school, retail store clerk, owner of candy store, insurance broker, dish washer, cafeteria operator, ball collector in an amusement park, housekeeper, hotel coffee man, owner children's clothing store, domestic, junk dealer, counter girl, training instructor, order clerk, film winder, worker for shipping line, X-ray plate developer, recreation worker, post office clerk, medical secretary, musician, sheltered employment, and one unknown. Who says aggressive efforts cannot place blind men and women in a wide variety of remunerative jobs?

Salary Range

The salaries received by these 306 who were employed December 31, 1956:

over half (170 or 56 per cent) received between \$40 and \$60; nearly a third (88 or 29 per cent) received under \$40; 32 or 10 per cent received between \$60 and \$80; 5 received between \$80 and \$100; 2 received over \$100; and 9 were unknown.

Of the 88 reporting earning less than

\$40, 26 were marginal or part-time workers in agencies for the blind, 43 were newsstand or concession operators on short hour stands or on part-time concessions. The balance, 19, includes 2 operators of their own businesses, domestics, messengers, clerks and part-time workers.

TABLE II

TIME LAPSE BETWEEN COMPLETION OF TRAINING AND
EMPLOYMENT
(Information for 328 Trainees)

NUMBER	PER CENT	TIME LAPSE
144	44	none
52	16	between 1 and 4 weeks
33	10	between 5 and 8 weeks
27	8	between 9 and 12 weeks
29	9	between 13 and 26 weeks
25	8	between 27 and 52 weeks
18	5½	1 to 3½ years
328		

Duration of VRS Sponsorship

Naturally duration of VRS sponsorship varied with the type of training and the responsiveness to training of the trainee. For 115 the period was less than two months; for 373 it was six months or less; for 100, seven to twelve months were required; while 11 needed longer periods up to twenty-one months.

Case Histories

By this time you will be weary with the facts and figures of this group of 501 blind men and women that have been trained. Just let me give you three examples of real people.

P. L., age forty-eight, was trained as a transcribing-typist under VRS sponsorship in 1946. Before the onset of blindness, she was employed by the state in a clerical capacity and was rehired under their Civil Service program as a transcribing-typist in the tax department where she is still working. As a result of training, she developed

a higher skill and has been up-graded with the normal increase in salary.

E. A., age thirty-two, was first known to the Lighthouse in 1949, having come from South America to New York for treatments of burns of the eyes and face, including skin grafts. Arrangements were made for her to attend our part-time work center when she did not have to be at the hospital. She also took music lessons and attended many of our recreational activities. In 1955, when she completed the series of skin grafts and it was no longer necessary for her to be periodically hospitalized, she was trained under the VRS program and, as a result, employment was found for her as an X-ray plate developer in a hospital dark room, training for which was arranged with one of the New York hospitals before placement was made. She was placed in 1955 and continues to work there.

H. I., age fifty-eight. In addition to his visual handicap, he suffers from a slight heart condition plus a hernia

which forbids any strenuous physical activity. Previous to loss of vision, he was employed as a salesman and clerical worker. In 1955, he was given a period of evaluation training and, as a result, seemed best suited for office work, despite his age. He was then trained as a transcribing-typist and a short time after training was employed in this type of position by a commercial radio firm.

Summary

We have analyzed the information obtained from our records, our questionnaires and our personal interview follow-up. While the data are analyzed separately for each year and for the areas served by the Lighthouse and the areas usually not so served, they are presented here regardless of year and area.

Such a study required an immense amount of work by Miss Mildred Derganc, director of training, and by Thomas F. Gilmartin, supervisor, and others, all in addition to their very heavy schedule of duties and responsibilities. I cannot thank them enough for their conscientious labors. I am simply their mouthpiece.

To summarize this group of 501 trainees, males were somewhat in excess of females, practically all were citizens, over half were single, almost a third were married, the majority were under 40 years of age, only a handful were over 60. High school graduates were the predominant group, only a tenth had been to college. However, a few had had training in professional schools. Most were living at home, and half were supported by their families, while a fifth were self-supporting. Over a half had usable vision, a third were totally blind or had light perception only. A third were given prevocational training only, almost a quarter had transcribing-typing training, a quarter

newsstand concession training, a tenth on-the-job training. Less than three quarters obtained employment after training, holding 41 types of jobs. At present, that is at the end of the ten-year study, almost two-thirds were employed in 48 types of employment. Of the 29 reasons for unemployment, many were entirely justifiable—the ill, the housewives, those attending college or continuing training, the retired, the unknown—and these number 60 per cent of the 179 unemployed. Another 25 per cent were seeking employment.

While 48 types of jobs were represented among the employed, two-thirds were found in newsstand operation, workshops for the blind and transcribing-typing. The others were found in a wide variety of occupations. Over half of the employed received between \$40 and \$60, a third received less than \$40 (includes marginal or part-time workers in a variety of jobs and those operating short hours vending stands), while a seventh received \$60 to \$100 plus.

While there was no time lapse between training and employment for less than half, there were lapses for some up to a year, with a few who required from one to three and a half years to place.

Conclusions

1. A high degree of effective, understanding cooperation has existed unbrokenly between the VRS and the Lighthouse during these ten, now eleven years. We have no important suggestions to make for improving these relationships.

2. The rehabilitation services of the Lighthouse have been greatly increased and its standards improved because of the VRS stimulation and support.

3. We are convinced that the 796 blind people who have been served through our VRS relationships have

been benefited in both tangible and intangible ways. Of the 501 who had both extensive and intensive training, 306, 61 per cent, were employed in remunerative jobs at the close of this study.

4. Aside from employment, it can be said that the trainees benefited greatly

from their social contacts, widened horizons, development of self-confidence and acquisition of useful skills. For most, life has new meanings.

5. Until other comparable studies have been made, it is impossible to judge whether the achievements reported are as good as can be expected.

Casework with Older Persons

RUTH G. COHEN

TRADITIONALLY, OLDER persons have always come for help to the Jewish Family Service of Philadelphia. This agency has had a long-standing interest in the aging although at times this concern has been relegated to the background. As long ago as 1936, one of our workers wrote: "The private family agency recognizes in casework with the aged that its objective cannot be personality growth or a good social adjustment in the same sense in which we hold this to be an objective with younger clients. The psychological problems of old age have not until now engaged our attention as have the problems of childhood and adolescence. We cannot overlook psychological factors in working with the aged any more than with any other group of individuals. The aged have emotions—loves and hates—as have others, and in addition they have long established habits of conduct. The aged person does not change easily. At present we are being guided in the plans we make in providing for the living arrangements of aged couples and individuals by their own needs and pref-

erences. Clearly, our objective in working with old people is their comfort and happiness and our efforts must be shaped toward this end."*

The Nazi persecution and the influx of refugees diverted our attention from this interest to alleviating the suffering let loose upon the world. But then, about four years ago, the agency picked up where it had left off—when a district office was converted to services for older persons. This was done not only in recognition of the needs of older persons but also of our own professional need to gain additional understanding.

The essence of this experience, though not startling or dramatic, is that aging people are complete human beings who have all the emotions and needs of any other group—with the additional factor of age. We have learned that our basic casework concepts are as generic with this group as with any other group; that older persons are individuals in their own right and their needs as diversified as any other group coming to the private family agency for help.

Most important of all, we have learned how desperately they want to feel important and to be wanted—above

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*"Casework with the Aged," a paper presented in 1936 at the Jewish National Conference by Mrs. Beatrice Muller, Jewish Family Service of Philadelphia.

all to be loved, not cared *for*, but cared *about*. The atrophy of hope, of not being productive, of not feeling their own personal worth is as painful and almost as debilitating as the chronic illnesses that may beset them.

Dr. Maurice Linden wrote recently that, "growing old is the most unrewarding aspect of our way of life. Our culture is a juggernaut of youthful ideals consigning to dust whatever does not move with it. Our values have been the values of youth — vigor, physical beauty, motion, quantitative productivity, and, to some degree, arrogance. Contrasting and unfamiliar to us are the values of later maturity—reliability, wisdom, stability, quality, and humility. Surrounded by contrary attitudes our aging have little choice but to feel that reaching maturity means realizing social rejection. The half-tolerance, offhand acceptance, and disinterest towards the aged constitute social exclusion. And it is this emotional deprivation suffered by millions past sixty that is one of the main forces operating toward making them social dependents, embittered souls, and ultimately physical and emotional incompetents."*

In working with older persons in a concentrated and specialized way, we have learned that only as we extend ourselves and accept them as we do our other clients can we see them and their needs in a more individualized way. For, as is characteristic of any group that possesses similarities, there is also a wide range of differences.

The Division of Services for Older Persons averages eighty to a hundred applications monthly, the greater number being met through short-time contact. All the services of the agency are available to the older person in meet-

ing his requests—individual and family counseling, financial assistance under certain circumstances to alleviate social and economic problems, and homemaker or domestic service for the disabled to help them remain in their own homes. In addition, new services have been created to meet expressed needs — specifically (1) a private residence placement program designed to provide supervised placement in a private home for the older person who wishes to enjoy family living for as long as he is able to do so, (2) a placement planning service that is a casework service for the older person who wishes or needs to change his living arrangements (implicit in this is a specialized knowledge of existing community resources), and (3) the newest service, the use of volunteers who, with the caseworker, become a team in offering and sometimes performing services for the client of which, in the absence of a family member, he would otherwise be deprived (this often takes care of the problem of loneliness).

Staff Must Like Older People

In achieving our objectives in working with older persons, it is vital to presuppose skilled, mature personnel who are interested in older people. Unfortunately, there is a dearth of trained workers who feel the same challenge and interest in working with older people as they do in working with the more youthful, but it is essential to have staff who see this group as individual human beings and not as a category. The caseworker serving older persons needs to be able to impart to them a deep feeling of interest and concern to which all people, but particularly the elderly, respond. Their capacity for change needs to be paced to a tempo related to their individuality, which may be slower than that of a younger person. A positive response to

* Maurice Linden, "Emotional Problems in Aging," *Jewish Social Service Quarterly* (Fall 1954).

the older adult must not be marred by the factors of his illness, slow pace, or a certain amount of rigidity.

There is excitement and challenge in the kind of strength and life that older persons possess. Indeed, it is their great strength and ability to cope with life's problems that have enabled them to reach this stage in their lives. When a more youthful client expresses hostility, the caseworker is gratified to know that enough of a relationship exists between them so that the client can feel free to risk that much feeling; yet in dealing with an elderly client who has the courage and the strength to express negative feeling, the same worker may say, "Old people can be so cranky!" In working with older people, we have found that if we are alert, we can recognize signals of their great strength—"crankiness" itself is sometimes a sign of vitality, a flag of "no surrender" flying in the face of what might often seem hopeless odds. This quality of strength and the will to live are exciting and challenging.

A Normal Phase of Life

In addition to a real liking for older people, the skilled caseworker must also possess a belief in the positive aspects of this phase of a person's life. If all she sees is senility and a "fading away," if the older person's slower pace irritates and annoys her, then she cannot truly be a real helper. The interested caseworker can experience the dynamic quality and challenge that exist in working with the older person through developing special qualities and skills. She needs to experience in herself a process in relation to the entire concept of old age—first viewing it intellectually, then rejecting it because of her own personal pains and fears, and then, hopefully, coming back to its acceptance in a truly positive way. She must accept old age as an inevitable process,

another phase in living, just as childhood and adolescence are a natural part of the life process, with the pain and beauty that go along with maturity.

Only if the caseworker is geared in this positive way of working with older persons can she bear the frustrations that may occur in her daily practice. Only then can she help the older person or his adult children in coping with chronic illness and mental deterioration, or discuss the funeral arrangements older people are prone to talk about—the last reality all of us inevitably face.

The caseworkers in the Division of Services for Older Persons were assigned because they expressed and demonstrated an interest in the older person, a factor that has made it possible for us to live through frequent frustrations in our day-to-day jobs.

Finding a Balance

Keen judgment, too, plays a very important part in working with older persons. Finding the neat balance between "doing for" and "doing with" is *most* essential—something as simple as knowing when to call the public agency to arrange for the initial appointment and when to have the client call for his own appointment. Older persons display amazing inner strengths at times and the caseworker's judgment is always necessary to help them use these strengths to the full and, at the same time, to give them the necessary warmth and support in their efforts to effect positive change. Judgment must be constantly exercised in many other areas as well—when to support defenses of a lifelong pattern or to risk putting in a question or to inject one's own difference that may begin to break up these defenses? Or when to allow the older person to be dependent on the caseworker in meeting his dependency needs and when to put some of this

back on him so he can feel his own independence? There is the client who is marking time and the client who is racing against time to make his peace with the world before life ends. One of the hardest realities in working with older people is their awareness, and ours, too, that for them time is running out.

Frequently, the caseworker, out of her desire to have her client's remaining years as happy and comfortable as possible, may push the client in a direction he is not yet ready to go, or permit him to jump at a solution rather than slacken his pace and work through a constructive resolution. For the older person, each new experience carries more fear and resistance; for having lived longer, there is more of the known to give up.

A couple in their seventies found it necessary to move from their home where they had lived for over forty years. They were moving into a housing project because of their ill health and inability to climb stairs. The worker's support through this experience was immeasurable — her awareness of what this experience meant in giving up the old and risking the new, and in supporting the rightness of their feelings. There was great reward when they told the caseworker several weeks after they were settled in their new apartment: "We never could have done this if you hadn't been with us through this." Often this is as much as can be given or is needed — a warm, supportive relationship that helps the client into a new experience with a minimum amount of pain and fear or that helps him sustain the old, knowing that change is neither feasible nor possible.

Frequently, the older person deposits a myriad of problems with the caseworker: "I don't know what to do with myself. I'm so unhappy—my children don't care what happens to me. I can't

live alone any longer — I'm too sick. Please tell me what to do." Tremendous self-discipline and judgment are required by the caseworker to select out the part of this reality that she and the client can begin to work on together and within which some change can take place. The dynamics lie in the creative use the caseworker is willing to make of herself in meeting these needs and in helping the client to bring about the desired change.

Adult Children Are Involved

There are many situations in which the deepest use of one's self as a helper is required. This may be particularly true in the counseling help which extends to the adult children of older persons, as well as the older person himself. In some situations, pathological changes, with gradual loss of memory and subsequent deterioration, may cause parents to be totally dependent for planning, as well as support, on their adult children. In such instances, the work may be entirely with the children. In other situations, the older person is capable of participating in the casework relationship, sometimes only to a limited degree. Conversely, when the older person applies, the question of involvement of the adult children — how, why, and at what spots—calls for keen judgment on the part of the caseworker. Aspects of relationship problems between the older person and his adult children that have roots in the past as well as in the present complicate many situations. Adult children, attempting to meet crises in the lives of their parents, are often torn between their feeling of responsibility to them and to their own families. They are often so emotionally involved in their own difficulties with marital partners and/or children that they feel helpless and unable to know where their responsibility to their parents begins or

ends. The following case is an illustration.

When Mr. L came to the JFS in April he was troubled about making a living arrangement for his seventy-four-year-old mother. He warned the caseworker he had no intention of becoming "emotionally involved"; all he wanted was "concrete help" in planning for his mother. He described Mrs. L as partially paralyzed, unhappy, difficult to talk to, and unable to adjust to any living arrangement which had been made for her.

His parents had been divorced when he was less than a year old, the father taking the older brother and sister with him, while Mr. L, as the baby, remained with the mother who suffered a stroke shortly after the separation. He had seen his father, now deceased, only once, and his brother and sister, who were brought up in private boarding schools, only twice in his whole life. He contrasted their life of ease and plenty with his own deprivation. He had moved about frequently with his mother, often living in undesirable surroundings. As he grew older and secured employment, he provided a home for his mother with whom he continued to live until he entered the armed forces. At this time he married and upon discharge did not rejoin his mother. Five years ago Mrs. L suffered another stroke and was no longer able to live alone. He placed her in various "homes" but she could not make an adjustment, could not find friends, and was constantly complaining and making life miserable for both of them.

It was obvious from the very beginning that this young man was torn with conflict. He needed help not only in planning for his mother but in understanding and resolving his own feelings of resentment and hostility toward his parents, brother and sister. He felt a strong sense of guilt because he pre-

ferred to live with his wife and child in the home of his mother-in-law, rather than provide a home which would include his mother. As he was able to unburden himself to the caseworker, in spite of saying that he did not wish to be emotionally involved, he talked about the past and how he was never quite sure of his real feelings toward his mother and father, because he was sorry for his mother and knew only the bad things she told him about his father. He never had the courage to talk about his family relationships.

With the caseworker's help and encouragement, Mr. L could, for the first time, let his mother know that he was concerned about her and because of his concern had come to the JFS for help in planning a different living arrangement for her. He suggested that she, too, come to the agency, which was a different experience since in the past he had engineered it all.

While Mrs. L could only talk about how wonderful her "boy" had been to her, there was an undercurrent of resentment against the son upon whom she felt she had lavished all her love and affection because, as she said, he "was always bringing me the ready-made plan where I had no choice." She was now surprised that he talked to her "like I counted for something." She was surprised at the caseworker's interest in her. Although she had difficulty in walking and her son feared she was deteriorating mentally, somehow this aged woman found the strength to keep appointments with the caseworker as well as the hospital clinics. We learned from the doctor that Mrs. L was "clear and not senile." Mr. L was helped to discuss frankly with his mother his inability to have her live with him and she could then begin to consider the possibility of living in a group boarding house suggested to her by the caseworker. In September she moved to an

approved group boarding home where she found companionship with men and women her own age and with whom she had a common bond.

By November Mrs. L had made a fairly good adjustment to her new environment and had acquired several friends. Mr. L said he felt closer to his mother now than ever before and yet felt emancipated, not "tied" as he had previously. He and his wife and child were now visiting Mrs. L regularly in the boarding home and even had her visit them occasionally. Mrs. L, who was rejected and deserted by her husband in the prime of her life, had lived in fear of losing her son. She now could believe that her son was interested in her and concerned about her welfare. What was so enabling was his ability, and the caseworker's too, to believe in and permit Mrs. L to use her own strength in living.

Caseworker's Role Seen as Unique

As in this case, the adult child frequently comes to the agency for help, either with "the solution in hand" or wanting an immediate answer. The impact of needing to involve the parent in this vital planning is at times too much, and here the service may be one of giving information regarding resources which the adult child is free to use as he sees fit; but the way is always left open for him to return for help should he change his mind—and frequently he does. The "why" of involving the parent does not require explanation for this involves a basic casework concept—the individual's right (whatever his age) to plan for himself. To the adult child, however, it may feel belittling, stir up guilt feelings, or be more than he can bear to face. It is one thing to plan *for* another person and quite something else to plan *with* another.

In this tricorned relationship, the caseworker has a unique role—the balance which needs to be achieved between the caseworker, adult child or children, and parent, with the caseworker trying to meet and support the needs of each, both in terms of separateness and being together, and always with the focus of helping parent and adult child to work through a plan that hopefully is satisfying to all concerned. Again, the sensitivity of the worker, her keen diagnostic skill and her sympathetic understanding need to be exercised to the fullest. Some very exciting and dramatic changes may take place, but the caseworker may also meet her greatest frustrations in this kind of relationship. The adult child whose problem of guilt is so deeply rooted that he is immobilized; the controlling domineering mother who is determined to keep a hold on her child or children at whatever cost; the bewildered, rejected father who cannot understand why after these many years of sacrifice to his children he cannot live with any of them; the adult children who are constantly at odds with each other, based on earlier sibling rivalries, and each having different ideas of plans for the parents—all present a veritable maelstrom of confusions, anxieties, pain, and guilt-ridden feelings. But to offset this there is the sense of satisfaction that comes from working out a sound living arrangement out of chaos, or helping the children to accept the reality of what exists, or enabling them and the parent to work on the problems existent in their relationship.

Collaborative Efforts

There are problem areas beyond the immediate scope of the caseworker. These, however, belong to the community. The inadequate public assistance grant, the inability to purchase good nursing home care for the chroni-

cally ill whose financial resources are limited, the lack of employment facilities (either part-time or full-time for the older person who has been discarded by industry), the lack of adequate facilities for the senile person, the need for protective services for the older person—these are only some of the major unmet needs in the community that often block the caseworker in offering effective help to the older person.

One other vital aspect that is not only true of casework with older persons but of social work in general is the importance of collaboration. The value of collaborative effort has proved immeasurable in working with older persons. In almost every aspect of her work, the caseworker needs to combine her efforts with those of another professional. In planning, there is the medical social worker or the worker in a home for the aged; in helping with financial assistance, there is the public assistance worker; in the area of helping the family plan for the senile or mentally disturbed client, there is the hospital psychiatric social worker; in trying to alleviate the older person's problem of loneliness, there is the group worker; in working out a plan for the chronically ill client, there is the public health or visiting nurse; in the area of employ-

ment, there is the employment counselor—all these and others combine to form what we hope to achieve, namely, an integrated program of services for the older person. Only by collaborative effort of the highest degree can we begin hopefully and helpfully to meet the needs that exist among older persons.

Whether we are group workers, medical social workers, or family counselors, there is a real challenge in working with older people. We know through our professional and personal experience that not only activity, but creativity, is possible as long as there is life. Social work can and should help to provide the milieu in which such activity and creativity can thrive, flourish, and survive. The community must be educated away from the idea of the utter helplessness of old age and toward a better understanding of growing old, but this cannot become a reality until more members of the profession begin to feel differently themselves. Only if we regard the aging group in a positive light can we develop a program that will meet their needs and that has in it all the dynamic, forceful, and alive qualities to which all other aspects of social service in sound community planning aspire.

Blinded Veterans Oppose S. 2411

IRVIN P. SCHLOSS

THE ADOPTION of significant resolutions in the fields of work for the blind and veterans affairs, instructive panel discussions, stimulating luncheon and banquet addresses, and a genuine reunion spirit marked the Twelfth Annual Convention of the Blinded Veterans Association, held in Hartford, Conn., August 21-24.

In a resolution unanimously adopted at a plenary session on August 24, the Blinded Veterans Association went on record in opposition to S. 2411 and H. R. 8609, companion bills introduced in the Eighty-fifth Congress "to protect the right of the blind to self-expression through organizations of the blind." The members of the BVA reaffirmed their faith in the Constitution and Bill of Rights of the United States and stated that there was no need for additional legislation to guarantee to blind persons freedom of self-expression and other rights already assured to all citizens.

Contrary to the implications of the two Congressional bills, the resolution pointed out that the BVA was a national membership organization composed of blind individuals which, since its inception in 1945, had not encountered any opposition in organizing nationally or locally. The resolution further pointed out that the BVA has, in fact, been consulted by both federal and state agencies through the years and that making such consultation with organizations of blind persons mandatory was completely unnecessary.

The members of the BVA recommended a constructive approach in

legislation to improve services to blind persons in the United States and offered their cooperation to members of the U. S. Senate and House of Representatives in the development of such legislation.

The full text of the BVA resolution follows:

WHEREAS the Blinded Veterans Association, Inc., is a national membership organization composed entirely of blind individuals; and

WHEREAS this Association has, since its inception in 1945, recognized its constitutional right to organize nationally and locally without restriction by any federal or local laws; and

WHEREAS the Association does, in fact, work closely with federal, state, and local governmental and voluntary agencies serving blind persons, and has, in turn, been consulted by these agencies; and

WHEREAS the Association, in all its efforts to promote higher standards of service for all blind people in the United States, recognizes the value of a constructive approach to achieve this objective; and

WHEREAS S. 2411, and H.R. 8609, which have been introduced in the 85th Congress, appear redundant in the light of the above and would seem to serve no practical purpose, and, in fact, may be detrimental to the best interests of all blind persons; now therefore be it

RESOLVED, That the members of the Blinded Veterans Association in national convention assembled in the City of Hartford in the State of Connecticut on August 24, 1957, do hereby reaffirm their faith and trust in the basic rights guaranteed all citizens by the Constitution and Bill of Rights of the United States and believe no further legislation is needed to guarantee these rights to blind persons; and be it further

RESOLVED, That the members of the Blinded Veterans Association do hereby

offer the full cooperation of the Association and its members to members of Congress interested in raising standards of services to blind persons; and be it further

RESOLVED, That copies of this resolution be sent to all members of the Senate and House of Representatives of the United States; to the executive directors of the American Association of Workers for the Blind, the American Association of Instructors of the Blind, the American Foundation for the Blind, the National Federation of the Blind, and the Council of State Agencies for the Blind; and to the officials of government and voluntary agencies serving blind persons in the United States.

In another resolution, the convention applauded the action of the Federal Government in appointing coordinators in each federal agency to assist in the job placement of qualified physically handicapped individuals. The BVA recommended to the U. S. Civil Service Commission that the coordinators be given intensive indoctrination courses so that they will be better qualified to appraise the skills of handicapped job applicants.

Another resolution called upon the BVA to take the initiative in the development and enactment into law by the various state and local governments of a uniform code of laws governing the use of dog guides by blind persons.

In the field of veterans affairs, the BVA went on record in opposition to general pension for war veterans upon attainment of age sixty-five without regard to disability as a further qualification. The resolution pointed out that, under existing laws and regulations, a war veteran aged sixty-five need have only a 10 per cent disability and the requisite income to qualify for a non-service-connected disability pension.

Two panel discussions were held during the convention, one in the morning and the other in the afternoon of August 23. The morning session, under the chairmanship of BVA's National

Service Director William W. Thompson, was devoted to a discussion of existing veterans benefits. BVA Field Representatives Loyal E. Apple, George M. Gillespie, Charles Jones, Darwin W. Niles, and Robert L. Robinson were panel members, while Veterans Administration officials served as research consultants.

The afternoon panel discussion was entitled "A Reappraisal of Employment Opportunities." K. Vernon Banta, technical advisor of the President's Committee on Employment of the Physically Handicapped, Washington, D.C., served as moderator. Panel members were: Hannah Bauman, Senior Employment Interviewer, New York State Employment Service, New York, N. Y.; Andrew J. Bunda, Employment Manager, The Allen Manufacturing Company, Hartford, Conn.; John N. Gallivan, M.D., Chief Supervisor of Health and Safety, United Aircraft Corp., East Hartford, Conn.; and Carl Hvarre, Director of Vocational Services, New Jersey State Commission for the Blind, Newark, N. J.

In his luncheon address on August 23, the Reverend Thomas J. Carroll, director of the Catholic Guild for the Blind of Boston and BVA's national chaplain, discussed the loss of social adequacy, which he characterized as one of the most widespread of all the losses resulting from blindness.

"Unlike the others," he said, "this loss comes not from the inherent nature of blindness, comes not from within only; but it is forced on blind persons, forced on them by the public outside."

He stated that the problem of social adequacy was essentially a minority group problem and has much in common with other minority group problems. "It involves the human tendency to generalize," he said, "and it involves fear."

He urged individual blinded veterans to continue to assert their individuality

and to fight against prejudice toward other minority groups as well.

In her address at the banquet on August 24, Kathern F. Gruber, assistant director of the American Foundation for the Blind and BVA advisory committee member, characterized the subject of her speech as "Operation BVA" and compared the work of the BVA and blinded veterans in the twelve years since the organization was founded to the wartime campaigns in which the veterans had participated.

"Now, twelve years later, you are again a magnificent fighting force," she said. "But this time, you're a fighting force using ideals and ideas as weapons, with appropriate action to carry them out. . . . You're still involved with the 165,000,000 people; but now, instead of fighting for them on the battlefield, you're concentrating on a challenging campaign to change their traditional and stereotyped ideas of blindness and blind persons. I don't need to stand here and tell you that this is as great a battle as you've ever been in.

". . . As your strength has grown individually and collectively, you have become overtly interested in the welfare of some 330,000 blind civilians in our country. Almost all of your present activities carry rich dividends for these persons."

Miss Gruber pointed out that social legislation is moving at a very fast pace. She cautioned against advocating short range benefits which would in the long run defeat long range legislative planning toward the goal of individual dignity for every blind person.

At the banquet on August 24, BVA members, their wives, and their guests honored Welker O. Shue, of Burlington, N. C., recipient of the Association's 1957 Achievement Award. Shue, who had completed the tenth grade of school before enlisting in the Navy during World War II, returned home after being blinded in the action to retake the Philippines and completed high school, pre-law, and law school training in six years. He is now a practicing attorney in Burlington and is active in church and civic affairs.

The judges for this year's Achievement Award were C. Warren Bledsoe, Chief of Blind Rehabilitation, Veterans Administration, Washington, D. C.; Dr. W. Wickham Taylor, Norfolk, Va., ophthalmologist; and Albert N. Sherberg, Executive Secretary, Connecticut State Board of Education of the Blind, Hartford, Conn., who made the presentation.

The following officers were unanimously re-elected: John E. Mattingly, New Britain, Conn., National President; Robert A. Bottenberg, San Antonio, Texas, National Vice President; Norbert L. Cormier, Newington, Conn., National Secretary; Michael I. Bernay, El Monte, Calif., National Treasurer; Durham D. Hail, Reedsport, Ore., National Judge Advocate; Rev. Thomas J. Carroll, Boston, Mass., National Chaplain; and James D. Butler, Miami Springs, Fla., National Sergeant at Arms.

The members chose Seattle, Wash., as the site of the BVA's 1958 national convention.

Thirty-first AAWB Convention

IT IS TO NOBODY'S discredit that this year's AAWB convention, held in Chicago July 7-12, lacked a certain characteristic snap and decor. The absence from this convention through death last March of Alfred Allen was poignantly felt by every member who has attended these conventions for the last seventeen years, from the moment of his registration until the last gavel of the convention came down. For, as the efficient and conscientious secretary-general through many administrations, Alfred Allen was the one and only person who had the answer for every question from housing to protocol for every contingency—or who knew where to get the answer. It was he above everyone else who was always to be found at the center of action, who was constantly at the president's or the presiding officer's elbow, who unravelled or cajoled or reprimanded as the occasion required. So, to that great majority of conventioners who were observers and listeners it was apparent that the usual dynamic was missing, and upon the officers and directors there were demands for which they could not be fully prepared.

A special late-afternoon memorial service for Mr. Allen was arranged by members of the host committee. The service was conducted by the Rev. Alvah Tompkins, pastor of the Olivet Presbyterian Church, Chicago, assisted by Miss Ethel Heeren, who presented vocal music, and by Miss Beatrice Wilding.

More than 800 members and visitors attended the convention, held at the LaSalle Hotel. At the close of the meeting, AAWB membership stood at 1,365.

Three general sessions were held during the five-day convention, besides the business sessions, the opening ceremonies, and a number of special meetings. At the Monday morning general session eye conditions, optical aids and the problem of the definition of blindness were discussed respectively by Peter C. Kronfeld, M.D., Alfred A. Rosenbloom, Jr., O.D., and Richard E. Hoover, M.D.

The Wednesday morning general session was devoted to four topics: The Position of Both the Public and Private Agency for the Blind Within the Structure of the Total Community Services; Cash Disability Payments as Provided by the Social Security Act; Report and Evaluation of the Bureau of Labor Statistics Personnel Study; and an account of a ten-year trial of cooperative rehabilitation activities between a state vocational rehabilitation office and a voluntary agency—in this case the Vocational Rehabilitation Services of the New York State Commission for the Blind and the New York Association for the Blind.

At the third general session of the convention the Canadian plan of partnership and cooperation between blind persons through their organizations and the national agency for the blind was ably presented by a representative of each group—Norma E. Hughes and A. N. McGill, respectively. Colonel E. A. Baker, managing director of the Canadian National Institute for the Blind, presided.

Several sectional meetings are held concurrently during the periods reserved for these meetings, sectionalized according to special areas of work. It is thus not possible for one reporter to

attend all meetings. Perhaps the Group F meeting (executive heads of national agencies and professional staff members) was one in which the most basic considerations in work for the blind were discussed. The dual general topic for the meeting was "The Problems and Processes of Establishing Standards for Community Services; and, Accreditation as a Means of Maintaining Standards." Various phases were discussed by Dr. Kenneth B. Babcock, director, Joint Committee on Accreditation of Hospitals; D. H. Dabelstein, assistant director, Office of Vocational Rehabilitation; and Dr. Francis Cummings, chairman, Ethics Committee, AAWB. An open discussion followed the presentations by the respective speakers, which was thorough and fruitful.

An active discussion was held by Group G, comprised of educators of blind children. Participating panelists presented views on the theme "Social Experiences for Blind Children in Residential Schools."

The above brief selected references represent only a minor part of the sectional meetings held. Special and related meetings were more numerous this year than usual. An unusual and interesting forum on communication for the deaf-blind was the occasion for hearing discussions by panelists who are deaf-blind or who are engaged in service to deaf-blind people. Robert J. Smithdas, a deaf-blind counselor at the Industrial Home for the Blind, Brooklyn, N. Y.; Richard Kinney, deaf-blind instructor at the Hadley School for the Blind, Winnetka, Ill.; Annette B. Dinsmore, specialist in services for the deaf-blind at the AFB; Peter J. Salmon, executive director of the IHB, who is chairman of the World Council for the Welfare of the Blind's Committee on Services for the Deaf-Blind; and Col. E. A. Baker, president of the World

Council, were those from this side of the Atlantic who participated in the forum discussions.

From overseas, the association heard from Edward Evans, C.B.E., M.P., who is president of the National Deaf-Blind Helpers' League, in Peterborough, England; Arthur R. Sculthorpe, M.B.E., general secretary of the League; and Dr. W. L. van der Poel and Dr. Gerrit van der Mey, both of whom are scientists with the Netherlands Telephone and Telegraph Services Laboratories, The Hague, Netherlands.

All of the above were participants in a conference held in Brooklyn, N. Y., following the AAWB convention. A report of the conference appears on page 376.

A conference of piano technicians of Illinois, held on one day of the AAWB convention, was attended by conventioners interested in that area. Also slightly overlapping, and extending beyond the final sessions of the convention, was a convention in another hotel in Chicago of the American Federation of Catholic Workers for the Blind.

A highlight of the convention, as usual, was the Shotwell Memorial Award banquet and presentation. Recipient of the award was Mr. J. Robert Atkinson, founder, vice-president and managing director of the Braille Institute of America, Los Angeles, Calif. Mr. Roy Kumpe, managing director of the Arkansas Enterprises for the Blind, and a past president of the Association, was toastmaster. Presentations were made by J. Milton Johnson, director of social services of the Braille Institute, and Capt. M. C. Robinson, M.B.E., national director for western Canada of the Canadian National Institute for the Blind, also a past president of the Association.

The annual membership breakfast has become an increasingly significant

event at the Association's conventions. On that occasion this year the Hon. Jennings Randolph, co-author of the Randolph-Sheppard Act of 1936, addressed a large audience in a delightfully combined vein of humor and sincerity. The breakfast, presided over by Patricia Stone of the North Carolina Commission for the Blind, was the occasion for the presentation by North Carolina members of the Association to H. A. Wood, executive director of the North Carolina Commission, of a life membership in the AAWB. The presentation was made by Mrs. Annie F. Johnson, a worker of long experience in her state.

Many conventioners availed themselves of the opportunities afforded them, through sightseeing tours and the hospitality of Illinois and Chicago agencies for the blind, to see the sights of the host city and to visit and observe many of the activities in work for the blind.

Two business sessions were held by the convention, at which times the formal business of the Association was transacted. Noteworthy items were the changes in the constitution, which

1. Abolish the elective office of secretary-general and authorize the board to employ an executive director. The board also is authorized to establish a national AAWB office.

2. Establish the elective office of third vice-president. At the expiration of a president's two-year term of office, the first vice-president will automatically succeed to the presidency, and new vice-presidents will be elected.

3. Establish sustaining memberships for agencies. Member agencies will have all rights of membership except the voting privilege.

The Association's formal resolution disapproving the bill introduced by Senator Kennedy, S. 2411, was viewed by most members as the most significant action taken. The complete resolution has already been given wide publicity and will therefore not be repeated here.

Other resolutions, respectively, commended Lions International on their selection of Finis E. Davis, superintendent of the American Printing House for the Blind, as third vice-president; commended the American Medical Association on their study of the degrees of blindness and offered assistance in developing a more realistic definition of blindness; and, called attention to a prior resolution endorsing amendments to the Social Security Act to establish disability insurance, and urged the broadening of existing provisions dealing with disability.

Newly elected officers are Hulen C. Walker, American Foundation for the Blind, president; H. A. Wood, North Carolina State Commission for the Blind, first vice-president; Jake Jacobson, Portsmouth, Va., attorney, second vice-president; and Marjorie S. Hooper, American Printing House for the Blind, third vice-president.

Elected to the board of directors were William E. Bartram, New Orleans, La.; Vernon L. Hull, Richmond, Va.; Sarah V. Gissendanner, Richmond, Va.; and Mrs. Raymond Dickinson, Chicago, Ill.

Historic Conference on Communications for the Deaf-Blind

GEORGE E. KEANE

A BRIEF NOTE ON THE history leading to the opening of this unique conference at the Industrial Home for the Blind, in Brooklyn, N. Y., on Monday, July 15, 1957, might help to orient the reader in terms of background and purpose.

The World Council for the Welfare of the Blind at its Paris convention in 1954, after extensive discussion on the problems of the deaf-blind of the world, and understanding fully the tangent quality of this problem in the over-all enormity of the problem of blindness in the world, still determined upon the creation of a committee to confront this problem of deaf-blindness head-on. It was apparent to all of the discussants that the initial work of the committee would have to be in the fundamental area of communication itself, contemplating the problem of living with three senses and maintaining contact with the world. Added to the natural problems arising out of language and cultural differences, the Council still felt that work must be begun if anything were to be accomplished at all.

Eric T. Boulter, secretary-general of the World Council, was instructed to ask Peter J. Salmon of the Industrial Home for the Blind to serve as chairman and to form a committee of three distinguished deaf-blind persons to review and attack the problems. Dr. Gerrit van der Mey of the Netherlands, Arthur R. Sculthorpe of the United Kingdom, and Richard Kinney of the United States were invited to and did join the committee and began a series of extensive exchanges of correspond-

ence. Every method of communication known to the members of the committee and to the agencies concerned with deaf-blindness was reviewed insofar as this was possible. Very substantial help in this area was offered by one of the consultants to the committee, Annette Dinsmore of the American Foundation for the Blind. Many conversation devices used by the deaf-blind were discussed and examined and innumerable ideas concerned with problems arising out of deaf-blindness were reviewed.

Early in 1957 it became apparent that correspondence, while invaluable, left much to be desired, particularly in terms of protracted discussion of the basic problems of communication itself, and it was finally decided that a conference tête-à-tête was essential. The World Council approved the plan for the conference and sponsored it; and a number of interested agencies either contributed to the cost of the conference or paid for the attendance at the conference of committee members or staff persons. Among these were the Office of Vocational Rehabilitation of the Department of Health, Education and Welfare, the Canadian National Institute for the Blind, the International Business Machines World Trade Corporation, the Industrial Home for the Blind, the Hadley School for the Blind, St. Dunstan's, the National Institute for the Deaf, the London Association for the Blind, and the National Deaf-Blind Helpers' League—the latter four of England.

Since attending the conference meant a first visit to the United States by both

the Dutch and the British members of the committee, it was decided to plan a tour which would give them an opportunity to see some of the eastern part of the United States and also, in the course of the tour, to become more intimately acquainted and to learn ways and means of overcoming communication and language barriers. The tour took place, beginning on July 2 and continuing until the opening of the American Association of Workers for the Blind convention in Chicago on July 7. Several methods of communication were described and demonstrated for several hundred delegates to the convention at one of its meetings.

By the time the Brooklyn conference on communications for the deaf-blind began on July 15, many of the problems had been discussed and resolved concerned with the interchange of ideas so that the conference itself moved rapidly despite the slowness of communication arising out of deaf-blindness. It was decided that the conference would attempt to decide upon three separate items: first, the nature of a universal manual alphabet for the deaf-blind; second, the nature and standards for a rapid method of communication between intimates, one of whom is the deaf-blind person; and, third, areas of research required to pursue studies of services for the deaf-blind, either in communication or in programs for them throughout the world.

The Monday afternoon meeting scheduled the simplest of these three items for discussion at the first work session on Tuesday morning, July 16; and, by noon of that day, the committee members and the consultants agreed that the only method that could be expected to find general acceptance and use throughout the civilized world was an adaptation of the use of block

letters on the palm of the hand. While this is a slow and cumbersome method, generally speaking, despite the fact that it is used rapidly by many including the British committee member, Mr. Sculthorpe, it was felt that it demanded least of the public who could not be familiar with deaf-blindness or deaf-blind people. The block print selected was a Gothic type face, designated in America as Vogue Bold. This type face has already been used on conversation slates and discs for the deaf-blind and it remained only to determine the method to be suggested for writing on the palm. This, too, was arrived at quickly—all felt that a firm application of the index finger in the hand of the receiver, superimposing each letter one upon the other, with all letters confined within the area of the palm, was the simplest description that could be given, and that a recommendation be made to the World Council that a vigorous public relations campaign be instituted to have this method inscribed for use in all dictionaries, encyclopedias, and other books of instruction and information sources.

The Tuesday afternoon session was convened to discuss the European manual alphabet, known as the Lorm method, and it was soon decided to discuss this method in conjunction with the British manual and the American one-hand manual. Committee members and consultants all agreed here that no decisions arrived at should be construed to suggest that the new method finally determined upon for rapid communication is proposed to replace any adequate or satisfactory method now in use anywhere; but is, instead, to be recommended as a teaching tool for the newly deaf-blind and/or in areas where no manual is now in use. It became clear almost immediately that the Lorm alphabet and the British manual alphabet had

much in common and lent themselves ideally to research aimed at combining the two methods, with some changes, into one coherent, logical system.

Before the conference ended on Friday, much of the work on the adaptation of the two manuals had been completed, and a new manual will be developed for study. It was decided that whatever manual system finally emerges it must meet a series of standards and that the final selection of a method would be called the "International Standard Manual for the Deaf-Blind." The committee agreed to spend as much time as was necessary over the next several months or years in completing this manual, and set itself the task of establishing the criteria the new manual must meet. There were ten points agreed upon, as follows:

1. It must be designed to meet the communication needs of all deaf-blind persons with particular concern for the needs of the adult deaf-blind.

2. It should be a basic identifiable form

or pattern with some relationship where possible to the known alphabet.

3. It must provide that the receiving hand be passive and relaxed, and that it avoid all manipulation.

4. It must provide that every letter be definite and positively applied with no possibility of confusion either in form, structure, or application.

5. It must provide reasonably comfortable usage regardless of the position of the sender and receiver in relation to each other.

6. It should provide, if possible, a method of communicating on other than the palm of the hand if the hands of the receiver are preoccupied. Note: It is evident that both the Lorm and the British manuals may be applied to the back of the hand and it is possible that with proposed adaptations the message could be received by other parts of the body.

7. It must provide that the hand of the receiver be visible either to the eye or to touch throughout the sending procedure for purposes of positioning letters when applied.

8. It must provide for the positive positioning of each letter and particularly the vowels so that language adaptations requiring accent marks may be placed without confusing the receiver.

Dr. Gerrit van der Mey, of The Netherlands, programmer for electronic computers and co-developer of the braille telephone, demonstrates his unique instrument to Peter J. Salmon.



9. It must provide for the least amount of movement in the making of each letter on the part of the sender.

10. It must be simple enough in design to be learned and memorized by the slow, the elderly, and the less competent — whether deaf-blind receiver or seeing-hearing sender.

The third item for discussion involved essential research in four separate fields of endeavor. Because communication was the subject of the conference, it was inevitable that the research proposed should for the most part be concerned with communication. Much discussion went into the matter of the sensitivity of various parts of the hand and of the body for receiving messages in any system, so that the first item of research proposed was a neurological study on the sensitivity of the skin of the hands and of other parts of the body. The second study involved experimentation with the new methods of communication developed by the committee in groups of deaf-blind people in our Western civilization. The third study proposed was that of varying methods of learning and/or maintaining speech, for no manual method of receiving messages from the seeing-hearing establishes response so effectively as speech would do. The fourth study pointed up the need for further study of methods of making broad services available to the deaf-blind of the world.

Wednesday afternoon of the conference was given over to a demonstration of devices including a unique instrument brought to the United States by Dr. van der Mey and his associate, Dr. van der Poel of the Netherlands Telephone and Telegraph Services Laboratories. This was a braille telephone which, used on a regular telephone system, applies a device at the sending and receiving ends very similar to our

Tellatouch machine and the British Arcaid machine. It was also given over to public relations in an effort to bring the problems of deaf-blindness to the reading public of the world.

The conference ended with a luncheon on Friday, July 19, at which, as guests of the trustees of the Industrial Home for the Blind, all members of the committee, consultants, and guests were present; and where each reviewed his own reaction to the conference, and where the secretary-general of the World Council indicated that the report of the committee would be presented to the Council executive board in Ceylon in 1958 and to the Council Assembly in Rome in 1959, with whatever additional findings might be available at that time.

Unusual contributions were made to the conference by a number of consultants and advisors: in particular, Annette Dinsmore and Geraldine Lawhorne, of New York; Marjorie McGuffin, of Vancouver, B. C.; Sam Chermak, Robert Smithdas, and Louis Bettica, of New York.

This was a historic conference. It will be remembered not only for its achievement but also because it was the first time that a group of distinguished deaf-blind persons has joined together in an effort to exchange ideas in the interest and for the welfare of other deaf-blind people everywhere.

The entire committee and some of its consultants were invited to visit with President Eisenhower on the following Tuesday, July 23, and had the privilege of reporting the nature and findings of the conference to him. His interest was very gratifying, not only in the various methods of communication used with him, but also in the very fact that so much might be done for the deaf-blind of the world if plans were made.

Education for Normal Living

Keynote of Oslo International Conference

THE TEST OF ALL education of all young people—the growth of a capacity for normal living in adult life—was the dominant keynote struck throughout the 1957 International Conference of Educators of Blind Youth at Oslo, Norway, August 2-10. School folk from all over the world found unmistakable agreement with regard to the importance of this goal of all training, and coupled with it, in the case of blind persons, the necessity for assisting them to live in a sighted world.

About 225 persons, including both delegates and observers, made up the total body of the conference, which was headquartered at the Huseby School for the Blind in Oslo. Thirty-four nations were represented by seventy-five delegates and officers in what many

participants stated was an occasion even more profitable professionally as well as personally than the last conference in Holland five years ago. There were 152 people present as observers.

In addition to a number of resolutions adopted with regard to professional principles and standards, the conference also adopted a constitution which will govern the body as a continuing organization. In general, the business composition of the conference follows closely the constitutional structure of the parent World Council for the Welfare of the Blind. While reaffirming its plan for general assemblies every five years, the 1957 meeting did not attempt to establish the location for the next regular meeting, slated for 1962.

RESOLUTIONS ADOPTED AUGUST 9, 1957 AT THE OSLO MEETING

The Resolutions adopted by the delegates are subject to possible editing or slight revision; the following, however, is a presentation as received shortly after the close of the conference and is essentially correct.

PARENT EDUCATION

The Conference resolves that every blind child has, ideally, the right to a family background; if necessary in a suitable foster-home. His life should never be restricted to a purely institutional one.

It stresses the importance of properly developed facilities for disseminating information to parents or foster parents through the medium of parents' meetings, school visits, family units in the school, braille classes, and associations established to further a good relationship between parents and school staff.

It further emphasizes the necessity for recruiting trained preschool home-visitors, particularly for countries with scattered populations. Such workers should understand the requisite educational techniques and possess the ability to enter into practical and sympathetic partnership with parents. They should assist them in their contacts with blind children and with their relationships with other seeing relatives and friends insofar as these may be affected by the blindness of their child. It recognizes that a successful program depends both on the provision of adequate financial support for its development and on the free availability of information concerning the experience of others in this field.



About 150 persons, representing nearly two score nations, participated in the 1957 quinquennial session of the International Conference of Educators of Blind Youth at Oslo, Norway. This photo shows a large segment of the assembly on the steps of the Huseby School for the Blind, setting for August 2-10 meeting.

FUNCTIONS OF HOUSEMOTHERS

The Conference wishes to emphasize:

1. That suitably-qualified housemothers should be engaged to insure the full development of blind children and should be given wider recognition. Their duties should be clarified in accord with the needs of the pupils, the program of the school and the customs of the several countries.
2. That, to enable housemothers to contribute to the wider educational requirements of the pupils, they should be brought up to professional status through in-service training and regional and national training courses.
3. That housemothers should not be overburdened with extraneous duties, but be free to devote themselves to the social needs of the pupils, with recognition of variance due to age and form of housing; i.e. small children will need more personal attention, whereas older boys and girls must be given opportunities to develop greater independence; with older pupils especially, the father need should not be overlooked.
4. That the work of the housemother or houseparents should be integrated into the educational program of the school and a cooperative relationship established with all personnel associated with the child's welfare.
5. That a primary task of housemothers is to develop and maintain a good relationship between the school, the home and the community. It is suggested that suitable volunteer workers may be used to promote community activities and to enrich the lives of the children.
6. That the above resolutions apply equally to housefathers as well as to housemothers.

VOCATIONAL TRAINING AND PLACEMENT

The Conference especially stresses the importance of pre-vocational training and guidance for both sexes in the latter years of formal schooling; an effective placement service following training; the responsibility of the Government to maintain specialist placement services leading to remunerative employment of blind persons; that both training and placement should be governed by local conditions and guided by a belief in the potentialities of each individual, with a realistic assessment of his ability; that every effort

should be made to place blind persons in outside employment whenever possible, but adequate facilities for sheltered employment must be provided where necessary; that a greater variety of types of employment should be explored, especially in the professions and higher posts, and literature telling of actual experiences of employment of blind persons be prepared; a greater effort must be made to educate public opinion about the capabilities of blind persons, and a cooperation of leaders of industry and of trade unions should be sought.

RURAL SCHOOLS

This Conference, being urgently aware of the magnitude of the problem, is impressed by the urgency for immediate and continuing action to obtain adequate educational provision for blind youth in the less-developed areas of the world, and requests the executive committee to appoint a subcommittee to consider the problem and to make recommendations to the executive committee on appropriate steps to be taken with national and international authorities and organizations to secure such action.

EXTRACURRICULAR ACTIVITIES

This Conference recognizes that extracurricular activities are an integral part of the full program of the school where blind children are educated, and that it should be directed toward the development of personal and community responsibility through all possible lines of active and creative pursuits which will give opportunity for the pupils to continue them after they leave school and to be of service to the community in which they will live.

The association of the sexes in these activities should be to the extent normal in the community of their own country.

The activities should be planned by one authority in the school with the cooperation of the pupils and staff. Wherever possible, the service of suitable volunteers may be used in the extracurricular activities, but sufficient funds should be made available, both for the purchase of equipment and for the payment of extra staff for this work.

THE BLIND CHILD'S CONTACTS WITH SEEING CHILDREN

The Conference resolves that it is highly desirable that the blind child should have the fullest contacts with seeing children, with the dual purpose of helping blind children to develop the qualities which will enable them to be full members of society, and of enabling the seeing child to appreciate the capabilities of the blind. The Conference further emphasizes the necessity for the development of well-defined programs which would use every opportunity for continuing contacts between blind and seeing children in a natural atmosphere of mutual confidence.

GUIDANCE AND VOCATIONAL COUNSELING

The Conference recognizes the need for educational as well as vocational guidance and counseling, and considers that this can, at present, largely be carried out by the regular staffs and heads of schools; and for this purpose, training should be improved so that teachers of the blind are enabled to give this guidance.

Consultant psychologists and other guidance personnel should be available to advise teachers and to give guidance to pupils in special cases or where further help is required. Normal child guidance centers in the area of the child's home should be used. Consultants should be well chosen and should have special knowledge of psychological tests adapted to the use of the blind, and of the psychological and social aspects of blindness.

PREPARING BLIND PUPILS TO TAKE THEIR PLACE IN THE WORLD

The Conference is of the opinion that:

1. Educational provision for blind children should be equal to, or preferably superior to, that provided for ordinary children in each particular country and, if necessary, time in school should be longer for the blind child, with reasonable emphasis on sensory training and due regard to the development of a balanced personality.
2. Carefully-planned training in mobility and ease of movement should be included in the school programs, and every encouragement given for the individual to acquire independence.
3. Adequate attention should be given to the important matters of poise, address, and posture, and deficiencies in personal appearance should be indicated and corrected.
4. Educational authorities and organizations should be reminded of the individual nature of instruction and the consequent need for small classes averaging not more than ten pupils.

5. Children should be advised, while at school, of their legislative or other entitlements generally, including welfare facilities and training and placement provision.

TEACHER TRAINING

1. The Conference considers that it is essential for all teachers of the blind, whether themselves sighted or blind, to take the basic training in general education, and it is desirable that they should have experience in teaching sighted children before going into special classes.

The elements of a good training program for teachers of the blind, which is provided by directors who have, themselves, full training and experience as teachers of the blind, should include: directed observation and student teaching of blind pupils in addition to the theory of teaching.

2. Philosophy affecting education, as well as the broad areas of psychological, social and medical factors of blindness, should be included. It is recommended that better use may be made of exchange-teacher plans and refresher courses as well as adequate in-service training programs.

3. Consideration should be given to the provision of short courses, especially to consider new topics as they arise.

4. There should be international exchange of teachers, educational information and appliances plus books, pamphlets and journals containing pedagogic, psychological and didactic materials.

5. Grants for scholarships should be available for qualified teachers with provision for study in foreign countries.

6. Recognition of special training should be made by awarding appropriate degrees and diplomas.

7. Remuneration should be commensurate with all special training needed for preparing teachers of the blind.

RESEARCH

The Conference, being convinced of the necessity of continued research and study of the problems of the education of the blind, emphasizes the need for its continuance, and that financial assistance be made available from Government and voluntary sources to that end. It expresses the hope that the executive committee take steps to insure that the results of such research be made freely available for the use of all countries.

AMBLYOPIC PUPILS

NOTE: For the purposes of this Resolution, the term "amblyopic" refers to pupils who though educationally blind, and using tactile methods and apparatus as their chief media for acquiring educational learning, have such a degree of useful residual vision as to render them "partially blind" rather than "blind."

The Conference recommends that the education of such pupils should provide for the use of residual vision assisted by visual aids where appropriate, and with guidance and cooperation from the ophthalmic surgeon, as a further avenue of education and wider experience in the arts of living.

To reach this end, there must be continuous research into the techniques of the use of residual vision, fullest cooperation between all personnel and ophthalmic surgeons associated with the child's education, use of all appropriate teaching materials and apparatus, ready interplay and transfers between tactile and visual methods of instruction and learning, adequate specialized teacher-training provision within the educational system of each country, recognition of the psychological factors influencing the pupil's development and orientation, and provisions made for the full educational requirements of blind pupils, educationally blind pupils with useful residual vision, and pupils who require visual education as partially-seeing pupils.

Officers Elected

The conference voted to continue in the role of chairman E. H. Getliff of England, while Bj. Mogleby of Norway was chosen vice-chairman. Dr. Edward J. Waterhouse of the United States was elected secretary.

Other officers elected are:

Honorary president, Dr. Gabriel Farrell of the United States; vice-presidents, Dr. Pierre Henri of France, Dr. C. M. Waller-Zeper of Holland, and Prof. Dr. Carl Strehl of Germany; assistant secretaries, John Jarvis of Great Britain and Dr. Robert H. Thompson of the United States.

Members of the newly-elected executive committee are:

Austria. Dr. O. Wanecek
Balkan Countries. Emmanuel Kephakis
 (Greece)
Benelux. G. J. Laenartes (Belgium)
Canada. Stewart E. Armstrong
France. Donatien Lelievre
German. Dir. Rudolf Winter
Iberian Peninsula. Don Angel Foz Tena
 (Spain)
Italy. Dr. Elena Romagnoli
 Prof. Paolo Bentivoglio
Japan. Yoshiki Kataoka
Latin America. Sra. Dorina De Gouvêa
 Nowill (Brazil)
Middle East. S. T. Dajani (Jordan)
Scandinavia. Tore Gissler (Sweden)
 Eero Hakkinen (Finland)
Southeast Asia. Kingsley Dassanaïke
 (Ceylon)
 Shri. K. N. K. Jussawala
 (India)
Southwest Pacific. A. A. Percy
 (Australia)
United Kingdom. C. H. W. G. Anderson (Scotland)
United States. Finis E. Davis
American Foundation for Overseas
Blind. Eric T. Boulter
Commonwealth Society for the Blind.
 John Wilson
Royal National Institute for the Blind.
 John C. Colligan

The countries represented and the respective numbers of delegates and officers, and of observers, appear below:

	Delegates and Officers	Observers
Australia	1	0
Austria	1	1
Belgium	1	2
Brazil	1	2
Burma	1	0
Canada	2	1
Ceylon	1	1
Denmark	2	5
Finland	2	1
Formosa	1	0
France	2	1
Germany	6	5
Ghana	1	0
Great Britain	13	49
Greece	2	0
Holland	2	14
Iceland	1	0
India	2	2
Iran	1	0
Israel	1	0
Italy	4	1
Japan	2	0
Jordan	1	3
Lebanon	1	0
Malaya	1	1
Nigeria	1	0
Norway	3	17
Philippines	1	0
Poland	1	0
South Africa	1	2
Spain	2	2
Sweden	3	8
United States	8	33
Viet Nam	1	0
Yugoslavia	2	2

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Hindsight

By M. Robert Barnett

HIKING WITH THE VIKINGS

ONE OF THE most interesting men I know of is the blind leader of the principal private organization for and of the blind in Sweden. He's Charles Hedkvist by name, and getting to see him again as well as many other old friends was a highly satisfying sidelight of the trip to Scandinavia in August as one of those participating in the Conference of Educators of Blind Youth. It met this time at Oslo, Norway.

Charles and my other Scandinavian friends seemed bent on fattening us up with excellent food, and succeeded in my case. He likes to quote the traditional saying that Norwegians eat to live; Danes live to eat; Swedes eat to drink. Even though repeating it with amusement, Charles immediately says that it is not true.

Throughout one's travels in the lands of Viking lore, one cannot help but be impressed with a curious blending of the modern with the old. Scandinavian knowledge of principles and standards in service to the blind is outstandingly extensive, for example. These are small countries, with populations of blind persons much smaller than those of most American states. Yet, one finds a level of development in all areas of work for the blind that many of our states might well strive to attain. True, some of the cultural and social patterns differ, and for a time the casual student may be misled into believing that blind persons may be segregated perhaps a little more than we idealistically would wish over here. I have to say, however, that the treatment accorded me as a blind person by all Scandinavians—from taxi drivers to

the families of friends outside work for the blind—the acceptance of me as an active person was unabashed and totally free of much of the psychological reaction encountered at home. In short, I am liking the Vikings immensely and wouldn't mind hiking their land again soon. If one is to keep thin, hiking would be a must.

For me, the highlight of the entire conference at Oslo was the reception at the dramatically huge and artistic city hall. This government building, made of marble offset by inlaid woods of unusual texture and beauty, contains an uncounted number of massive rooms. Our group was especially honored by an official Mayor's reception in the structure. As the hundred or more guests sat about at cloth-covered tables sipping coffee, we suddenly were asked by a loudspeaker to "follow the music." With that, the full-size symphonic band left its stand and proceeded across the main hall to the long marble staircase, playing merrily away. The crowd fell into line behind the musicians, and for a quarter of an hour we were led about the building in a long processional. The line moved through all the apartments and corridors, eventually back down the staircase and to our seats. The tune most noticeable during the march sounded like "It's a Long Way to Tipperary," and upon inquiry of a Norwegian friend I learned that that was what it was. The same band, incidentally, then proceeded to dispense some very excellent dance music, which—you'll pardon my noting—was mostly American.

The last night I had in Scandinavia was in Copenhagen. The blind leader

of the principal organization for and of the blind in Denmark is Hans Seierup. He and Mrs. Seierup invited me to dinner just before I caught the plane for New York, and at their home I encountered again that delightful Dane who became known to many of us during his sojourn with the United Nations here. Ernst Jorgensen, I am happy to report, is hard at work in Denmark, working closely with Hans Seierup in the continuing development of the Danish program.

FE—MAIL DEPARTMENT

Hindsight's mail has been loaded rather heavily lately by the fairer and weaker sex, whose letters are far from weak. In fact, we can use only portions of two which we have selected.

A sense of humor helps to preserve one's sanity—so writes Mary Walton of Eldorado, Kansas. "Your Hindsight column is always the first thing I turn to when the *Outlook* comes to me," Miss Walton continues. "The one in the May issue I read with special interest. Father Carroll I have known by reputation since I was at Perkins as a postgraduate in 1947-48. But, after reading his reply to Mr. Stevens on the clichés used by journalists about blindness, I have decided that to say he's a very intelligent man is a great understatement. A pet peeve of mine along this line is one you haven't touched on yet. That is the way so many feature writers in their stories about the blind

make such a big thing of the fact that their subjects are such happy people—just as if our handicap ought to render us incapable of laughter or even smiles."

Lorraine Gaudreau of Claremont, New Hampshire, speaking for her dog Sparkle as well as herself, also reacts favorably to Hindsight's lighter side. "I want to tell how much downright pleasure and food for thought the Hindsight column has given me since its beginning," Miss Gaudreau writes in part. "Your humorous material is subtly priceless or robustly laugh-producing; your serious material is perceptively presented and cogently analyzed. Right or wrong, I am just smug enough to be proud of the achievements of other blind people. As for the *Outlook* itself, I wouldn't be without it. . . .

"I'd like to close with a little humorous incident which happened to me while I was at Smith. A Smith friend and I were walking toward the Northampton Public Library. We were deep in conversation, and my friend, forgetting that I was in relatively unfamiliar stamping grounds, forgot to pause slightly to indicate a flight of steps. Result—I half fell, and as I picked myself up, I heard a woman in a nearby parked car say to her friend, 'Hmmm, to think that Smith girls would be drinking so early in the morning.' That completely demoralized our self-control and we hurried into the library laughing more hilariously than before."

Letters to the Editor

To the Editor:

I have just read with considerable interest the article entitled "This Hoax Must Be Routed" by Dr. Gregor Ziemer [*New Outlook*, May 1957].

This spring I happened to mention to one of my college classes that sometimes people had the mistaken idea that they could get a guide dog for a blind person by saving red cellophane

bands, whereupon I was informed that just such a project was under way in one of the girls' dormitories on our campus. I made a few inquiries but was not able to find out exactly who was promoting this plan. But I was interested to learn from Dr. Ziemer's article that apparently this is a part of a pattern of renewed activity of this sort. In our local situation, I'm quite sure this project was done without the knowledge or consent of any particular blind person, but I got the impression from the article that in some cases blind people have encouraged such activities and have been disappointed when the hoax was exposed. If blind people actually believe such hoaxes, then it seems to me the local agencies which work directly with them might make it a point to set them right on such matters, since I think it would be easier to get across a few facts to some 300,000 blind people than to 100 million Americans.

To get at those sighted people who start saving bits of cellophane or paper without consulting any authority, an information campaign should be helpful. But I have a feeling that this particular problem is only one small part of a whole pattern of culture in America today. Consider the power of wrappers and labels in general. They can make you eligible for fabulous prizes, they can be turned in for cash, or they can provide toys or good things to eat or clothes to wear for orphans, needy children, or people in war-ravaged areas. Is it any wonder people have such great faith in the value of saving little items which are in themselves worthless? And furthermore, there actually is one brand of cat and dog food which states specifically on the label that for each can purchased, one-half cent is turned over to an organization which trains guide dogs which are then furnished free to the

blind. If labels from dog and cat food are good, why not cigarette cellophane?

The matter of collecting "things" also fills needs for the individual. He is aware that there are blind people, that they do have problems (though he probably has little idea of what the problems really are) and that according to the customs of our society he ought to do something for these poor unfortunates. Well, here is something to do—he can save things. And having done it, he can be at peace, knowing that he has contributed in some way to a very noble purpose. For proof that such "magic" works, that it solves the most complicated social problem neatly and simply, the average American has only to turn on his TV. The sick are healed; the crippled made whole. The jobless man telling his tale of woe is suddenly swamped with job offers called in to the station. The needy family is showered with appliances. Or Mr. Citizen can go to the movies and be assured that justice will triumph, that evil is punished and virtue rewarded. Or he can pick up a pocket-size magazine (or even a larger one) and be comforted with the knowledge that the problems of society are quite simple, that they are always capable of solution usually by employing a three-, five- or ten-point list of suggestions. Is it surprising then that many people think that the problem of getting and using a guide dog can be solved by a simple twist of the wrist?

Information and education for the general public is needed and will be of help. But I suspect that so long as the public has faith in the value of box tops and labels, just so long this hoax about guide dogs will persist in some form or another.

Sincerely yours,

Walter F. Stromer

Book Reviews

Cast Off the Darkness, by Peter Putnam. New York: Harcourt, Brace, 1957. \$3.95. 253pp. Reviewed by C. W. Bledsoe.

IN HELGA LENDE's *Books About the Blind* more than 100 titles appear as biographies and autobiographies of blind people. This is in addition to other books in which blindness is discussed by blind people on a more impersonal basis, such as Pierre Villey's *World of the Blind* and Thomas Cutsforth's *The Blind in School and Society*.

For "the field" (of work for the blind) these books are potentially the basic documentation, testimony, source material of all that is personal in work for the blind, which no amount of "science" can supplant. To anyone interested in "blindness," as "the field" is interested, no such book can ever be boring, unless it is inept. Nevertheless, this does not make of workers for the blind God's gift to the blind authors of books about their blindness. Necessarily people who spend most of their working day thinking about blindness and blind people have different criteria from the general reader's in scrutinizing material concerning blindness. It is very difficult to satisfy the general reader and them too.

Cast Off the Darkness by Peter Putnam carries in its title a bad word, according to the most advanced rules of typhlology. The bad word is *darkness*, which many blind people explain to seeing ones is *not* what they do *not* "see." Indeed Author Putnam explains

Mr. Bledsoe is chief, Blind Rehabilitation, Physical Medicine and Rehabilitation Division, Department of Medicine and Surgery, United States Veterans' Administration, and is a former editor of the Outlook. He is a graduate of Princeton.

this himself. Still there is such heated preoccupation with the expungement of this word from documents about blindness that he will hardly escape the duress of those who are supersensitive, as a result of verbal battles, even though he uses the word metaphorically with the thought that darkness may be cast off. The objection will be not merely that it was never there in the first place, but that its use will encourage and confirm the slipshod public in one of its favorite misconceptions.

Such comments as these make blind authors fretful indeed, but they are essential considerations of a special field, having a special interest in a published work, an interest which is as different from the general reader's as the stage hands' interest in a play is different from that of the audience.

For people in work for the blind *Cast Off the Darkness* must necessarily be the latest book about blindness by a blind man, and they must look in it for certain things which are determined by a lifetime search for information and insight of a special sort, a search for what is new and also what "oft was thought, but n'er so well expressed."

A number of elements are striking in Peter Putnam's book about casting off darkness.

First, though he works over the subject of blindness in the book, he demonstrates a capacity for getting it out of the center of his consciousness for considerable stretches of time, especially when he was working for his doctor's degree at Princeton, particularly in the authorship of *Seven Britons in Imperial Russia*.

Secondly, he is invariably generous

when it comes to giving credit to seeing people for helping him. Many blind people forget to do this at all, or anyway enough. (He has known some of the best people of his time, including Mrs. Mary Dranga Campbell, Dean Christian Gauss and Mrs. Peter Putnam.)

Thirdly, having qualified as a scholar in the Ivy League, he states candidly he had to abandon scholarship and teaching because the necessary eye work was too much even for the extraordinary energy of his wife, while bringing up a family, and on the other hand paid eye work was too much for his budget. (Since Woodrow Wilson's time it has been a basic principle of the Princeton preceptorial system that "when a man stops learning, he stops teaching"; indeed the University regards this as much a fact of nature as the concomitance of maternity and mother's milk. There was no question, it appears, of anyone's pretending that it could be otherwise in Peter Putnam's case.)

This points up a problem of great concern to the field of work for the blind, namely the need for sighted help among professional workers, which far exceeds the amount of sighted help required by the blind laborer or artisan.

Putnam himself, never one to bide *hors de combat*, has improved his time by writing this *Cast Off the Darkness*, the very crux of which presents this problem. Meanwhile he has been one of the prime movers in Recording for the Blind, which attempts to answer special needs among blind scholars.

By his book Putnam demonstrates that he is a capable writer, and this suggests that (provided he can be got not to use such words as *darkness*) he has a potential as one of the educators of the public on the subject of blindness. From his own standpoint this

potential is a questionable asset, since there seems to be a law of diminishing returns by which the more blind people write about blindness, the less they have to say about it. More perhaps than any other disability blindness appears to stir the impulse to write about *it*, yet success depends not on writing about *it*, but life *in, through, above* IT. (Dr. Louis Cholden went so far as to say, "You cannot talk about blindness. There is no *thing* which is *blindness*.")

It is one of the requirements of any writer, bard, literateur, story-teller, essayist, that he have certain interests, curiosities, enthusiasms, passions for certain phenomena of consciousness, and that he care enough about his fellows of the race to want to communicate this or that which has him spellbound. Thus Cushing with Osler, Dante with Hell, Margaret Meade with tribal lore. It is unfortunate when the fascination is very blindness itself, not merely because it makes the author think apart from most other people, but because the subject matter tends to be like that of Mr. Lloyd Greenwood's fictive painter M. Noir, who painted entirely in black.

We know that Peter Putnam is fascinated with living, but this could amount to walking around without touching the ground, and we are therefore more interested in more specific manifestations of the fascination.

An example of a preoccupation of his which is pleasingly real is luminous Mother Princeton, who is almost a character in his book.

Hitherto literary exploitation of her by her Alumni has been gingerly with one or two exceptions, leaving a rich vein in this university, which when all is said is about as sophisticated an other mother as a boy could have, but who has seldom, if ever, had a son who was not also a devoted friend.

To be a writer one of the indispensable qualifications is individuality, and in this he is not lacking, being a stereotype-breaker from way back. One of the stereotypes he breaks is the Princeton stereotype, even when he seems not to be aware of it. Has any other Princeton man ever written a book about his own bare soul without benefit of objective correlative? Even Fitzgerald always kept a fictional cloak thrown about his shoulders.

To review this book and ignore the fact that the author's blindness resulted from an attempt at suicide would be a lamentable form of kindness, which the author does not appear to solicit. Nevertheless, there is an undertone of expectation that the author's treaty with himself will be ratified by the reader without much question, and it hardly lies within the province of the typhologist to probe what the psychiatrist saw fit to leave alone, as the book tells.

It is otherwise with the pattern of Peter Putnam's life as he grew used to his blindness. In this connection it might be well to review some of the factors mentioned in his earlier book, *Keep Your Head Up, Mr. Putnam!* He says:

"The bullet which took my sight so nearly took my life that I hovered on the brink of consciousness for days. When my mind had come back to me, and I had recognized my blindness, the sense of returning life was compensation for the loss, and for a long time my bodily weakness forbade activities which demanded the use of my eyes. Then, as my strength returned, I was able to make my adjustments slowly"

He also says:

"Another advantage was that it was not at first certain that I should remain blind, and it was not until some four months afterward that I had to accept the idea with any finality. By that time I had already learned a good deal and could logically enumerate my blessings. No one was dependent on me

for a living, and the parents upon whom I was dependent could support this financial burden"

He also says:

"*I had a wonderful family to help me over the bumps.*" (Italics mine.)

This sentence might well be the keynote of *Cast Off the Darkness*. It is as an elaborate illustration of the importance of this factor that this book is most enlightening to people interested in blind rehabilitation.

Organized work for the blind of every kind never fails to mention the family and community on the positive side of the ledger when taking inventory of the assets of their clients, but sometimes there is a strong contrast between this token listing and vivid descriptions which the initiated give of the gaucheries of the uninitiated who encounter blindness. Peter Putnam's book is an excellent memorandum to those engaged in any of the helpful trades or occupations to the effect that nothing can match or be a substitute for the graceful kindness of the family of man, which though a cultivated thing, is also sincere and deeply rooted in nature, powerful (not forceful), strong (not aggressive), withal furnishing the vast reservoir of everything we know as civilization. The only reason for the existence of organized human help is to liberate this natural kindness when something obstructs its proper flow.

It is well recognized by the wisest members of the wisest disciplines for human welfare that any attempt to usurp the place of human kinship and all it implies is not merely wicked; it is also foolish. Nevertheless, we find too many signs that those who are organized to help the blind are not really counting on the gumption of anyone surrounding the blind person. Organized help then tries to carry the

whole burden rather than "fool with" the uninitiated. The best possible remedy for this tendency is to encounter one of the "aristocrats" of whom Pierre Villey wrote, who manages his relations with blind people naturally, forthrightly and successfully without benefit of special initiation. This may be found in taxi driver, President of the United States or barker at the circus. A close-knit family group may all have the particular ways under consideration, and such is the Putnam family, as described in *Cast Off the Darkness*. It should be added that even paragons cannot relate successfully to people who have nothing inside to answer back, which Peter Putnam had. It is he who is writing of these people with so genuine a realization of their value. Moreover, beyond the warm family circle he also demonstrates a capacity for holding up his end in mature relationships, not the least of which was his relationship with Princeton, a relationship once considered impossible for a blind man.

Generations of Princetonians matriculate and graduate without ever swearing allegiance to God or flag, as part of the function of a student. But none may ever take a single important test without "pledging his honor that he has neither given nor received assistance." Nor does it commonly occur to anyone that it is a little preposterous to drill men so hard in not helping each other. A blind person in an environment thus charged has his work cut out for him, however much music may reach his ears.

For his reward Old Mother-Princeton forever lectures her sons against the tyranny of the mind, talk, talk, talking, year in, year out, asking, admonishing, wondering, checking, pushing everything back to the cause beyond the cause, beyond the cause, never letting anything be settled finally

(in the place where Einstein settled finally), always keeping in mind the *minds* of her more wakeful sons, of whom Peter Putnam is one.



Face to Face, an autobiography, by Ved Mehta. Boston: Atlantic-Little, Brown, 1957. \$4.50. 370pp. Reviewed by Baynard Kendrick.

IT IS ALMOST incredible that the autobiography of a young Hindu — Ved Mehta is twenty-three now and has a scholarship at Balliol College, Oxford—can strip away the tangled inessentials of Indian politics and pinpoint so sharply the greatness of Mahatma Gandhi, the fallacy of the British policy of "divide and rule" that set Moslems against Hindus, and the tangled problems faced by Pandit Nehru today. *Face to Face* will teach the average American more about India, and more about the United States than he has ever known before.

Ved Mehta was blinded by meningitis at the age of three. Ved's father, Dr. A. R. Mehta, Deputy Director of Health Services, was a well-to-do, brilliant and unusually understanding man. Without his continuing help and sacrifice, even a mind as keen, and a spirit as indomitable as Ved's might have been swallowed, never to be heard of, among India's two million blind.

"Although in my case there was an obstacle which seemed insurmountable, [my father] was determined to leave no avenue unexplored. . . He learned that almost all India's blind people had turned to begging for their livelihood. . . He was determined that this was not going to be the fate of his

Mr. Kendrick is the creator of the blind fictional sleuth, Duncan Maclain, and is author of the novel *Lights Out*, on which the motion picture "Bright Victory" was based.

This review is reprinted with permission from the New York Times Book Review for August 25, 1957, and from Mr. Kendrick.

second son." On February 15, 1939, when Ved was almost five, his mother and father put him on a train for Bombay — 900 miles from their home — to enter the Dadar School for the Blind.

The Dadar School, founded by American missionaries, was rigorous fare for any boy, and by any American standard primitive to an extreme. Three years of Dadar instilled in Ved Mehta an unquenchable determination to complete his education in the United States and earn a college degree. It was not until he was fifteen — after applying to more than thirty schools — that his continuous efforts bore fruit, and he was allowed to enter the Arkansas School for the Blind.

The reader will enjoy the descriptions of the pomp and pageantry of an Indian wedding with all its jewels, spices and feasts, and admire Ved's courage and persistence in the many episodes here recorded of experiences in India and America. Brilliant as a ray of sunlight piercing darkness, the warmth and modesty, the humor and sensitivity of young Ved Mehta, light his story all the way through.



Blindness in Children, by Miriam Norris, Patricia J. Spaulding and Fern H. Brodie. University of Chicago Press, 1957. 173 pp. \$3. Reviewed by F. M. Blodgett, M.D.

THE BOOK, *Blindness in Children*, reports the results of an excellent study of the development of a large group of blind children in the Chicago area. It contains a great deal of vitally needed information concerning the psychologic, social, and educational problems the blind child encounters and shows clearly ways by which the nature of the

problems may be understood and eventually solved. There is ample evidence presented to establish an optimistic outlook for such children and a sound demonstration of ways of reaching a successful goal.

The methods of study are well chosen and reported. The psychologic data collected must constitute an invaluable addition to the previous all too scanty information available to those working with blind children. While some of the conclusions are phrased in a rather sweeping and too dogmatic manner, they serve well to establish standards in the care of the child which are realistic and useful.

The excellence of the book becomes most decisively apparent in its statement of educational philosophy, and the meaningful discussions of the way the group worked with the children. Six cases, representative of the group, are presented in considerable detail, describing carefully the psychologic observations, their interpretation and significance, and the application of social casework techniques in achieving a satisfactory solution. These serve to substantiate the fact that the eventual success of the child is determined less by the direct effect of the handicap on the child than by the indirect effect on the attitudes toward the child of the parents and others responsible for his case. The latter circumstance is well illustrated, showing the adverse effects of unnecessary limitations of physical activity, and unnecessarily limited expectations for the child's ability to learn ways to compensate for his handicap.

The differentiation between the concepts of "stimulation" and "opportunities for learning" sets a sound educational philosophy for the acquisition of new skills and general development by the child. This approach will help those caring for the child to be free

Dr. Blodgett is assistant professor of pediatrics, Yale University Medical School, New Haven, Conn.

enough of the distraction of worrying about the next proper stimulus to apply to the child to allow them to learn from the child himself what next opportunity he is ready to enjoy and learn from. This recognizes that the best stimulus to learning is not only something supplied by those around him, but is actually inherent in the child himself, requiring only adequate guidance, encouragement, and opportunity for expression and use. The further recognition that activity which provides pleasure and enjoyment may actually be accepted as a useful educational process—as in the case of Paula's enjoyment of playing in the water—further ensures the value of the book in orienting the professions to the care of the blind child.

There are extra dividends to be obtained from reading the book. The physician will be reassured to see evidence that retrolental fibroplasia does

not necessarily mean an associated disturbance of the function of the central nervous system. The educator may well be encouraged to see that the handicap of blindness does not have to exclude the child from many of the benefits of a public school education. The social worker may find the demonstration of her capacities is a very resounding answer to those who are currently expressing doubt as to the circumambulations of the profession. All persons interested in dealing with handicaps of any sort in children may benefit from the example of results obtained from such a combined study.

It is true that more community facilities are desperately needed to help these children to reach their inherent capacities. However, the knowledge gained from this sort of study will go a long way toward increasing the efficacy of the organizations already functioning.

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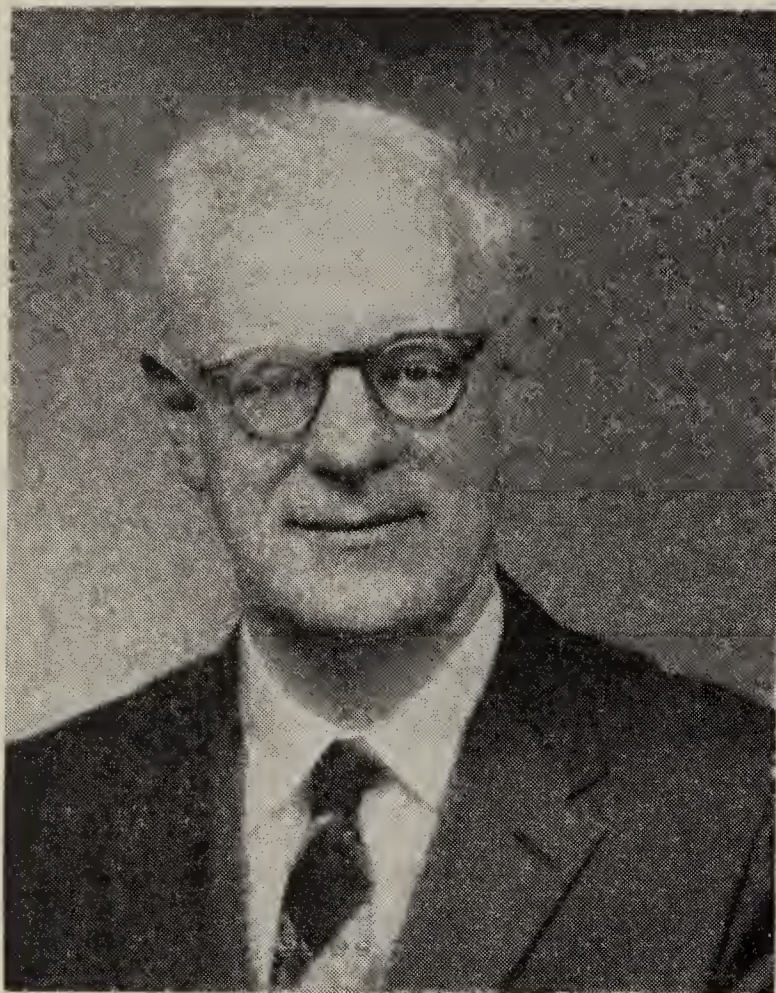
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Appointments

☆ Two new children's workers have been added to the staff of the Connecticut State Board of Education of the Blind. Guy J. Marchisio has been



Guy J. Marchisio

appointed chief of children's services, and Lorraine P. Murin, educational consultant for the teaching of braille.

Prior to his appointment Mr. Marchisio had served for ten years as a supervisor of educational counselors with the New Jersey State Commission for the Blind. Previously he served for two years as director and principal of the Utah School for the Blind, following four years of employment as a teacher and cottage master at Perkins School for the Blind. His earlier teaching experience included two years as supervising teacher at the Boston Braille Project.

Mr. Marchisio was graduated from Perkins School in 1933, and earned his B.S. and M.S. in education at Boston University. In 1942 he completed the

Harvard Course in educational methods for blind children, and in 1949, studied administration and supervision at Rutgers University.

Miss Murin received her B.S. from the New Jersey State Teachers College in 1951. After working as supervisor of admissions in the Denver General Hospital for two years, she served as an elementary teacher in the Denver public schools, and for the past two years has been a resource teacher for the blind. She attended summer sessions at San Francisco State College and Syracuse University as a student of special educational courses for the teaching of blind children during the summers of 1955 and 1956.

In the summer of 1957 Mr. Marchisio and Miss Murin were staff members of the Syracuse program in the education of blind children, sponsored annually by the American Foundation for the Blind. Mr. Marchisio served as coordinator of the courses and as visiting



Lorraine P. Murin

instructor on instructional procedures in the education of blind children. Miss Murin was in charge of the children's demonstration classroom and served as a resource teacher.

☆ Two other appointments have been announced by the Connecticut State Board of Education of the Blind.

Mrs. Marie F. Cochran, of Newtown, Conn., has been retained to serve as

home teacher for the northwestern district. Mrs. Cochran received her B.S. in education from Danbury State Teachers College in June 1957.

William P. Thompson has been provisionally appointed to a vocational counseling position. A veteran of World War II, Mr. Thompson received his bachelor's degree from the University of Bridgeport, where he majored in industrial relations and personnel work.

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: NEW OUTLOOK FOR THE BLIND, 15 West 16th Street, New York 11, N. Y.

POSITION OPEN: Administrative assistant to director of services for the blind, State Department of Social Welfare of Kansas. Qualifications include college graduation, plus two years' graduate social work study and five years' social work experience; one year administrative experience can be substituted for one year of graduate study. Interested applicants please submit resumé of training and experience background and references to Harry E. Hayes, Director, Services for the Blind, State Office Building, Topeka, Kan.

POSITION OPEN: San Antonio Council for Visually Impaired Children has opening for counselor to work with parents and blind children from infancy through high school. Apply stating qualifications and salary requirements to Mrs. Herman Wigodsky, 300 Primera Drive, San Antonio, Texas.

POSITIONS OPEN: Supervisor and counselor in Rehabilitation Center for the Blind. Both positions available immediately. Background of training in rehabilitation, psychology, social work, educational or vocational guidance, or vocational or industrial education acceptable. Five years' experience in rehabilitation, social work, vocational education, vocational guidance and counseling or related work required for

supervisor job. Graduate training may be substituted for two years of the experience requirements. Well-qualified candidates with equivalent training and experience not conforming to this description should also inquire. Write Harry E. Hayes, Director, Services for the Blind, Kansas Department of Social Welfare, State Office Building, Topeka, Kans.

POSITION WANTED: Totally blind man, thirty-seven, B.A. in social science, excellent traveler, desires position as teacher or in related work. Experience in tutoring, administrative and industrial work, public relations; fourteen years in elective public office. Willing to relocate. References furnished on request. Write Mr. James H. Connell, 186 Congress Street, Troy, N. Y.

POSITION WANTED: Man, thirty-six, blind, single, with exceptional aptitude for mechanics, desires job as automobile mechanic. Ten years' experience in automobile mechanics. Has completed thirty-week course in auto-diesel mechanics at the Nashville Auto-Diesel College, Nashville, Tenn. Capable and reliable worker; travels well. Write Mr. Forace H. Barlow, Counselor, Rehabilitation for the Blind, 312½ Shannon, Jackson, Tenn.

POSITION WANTED: Totally blind woman, twenty-two, single, wishes to purchase or work in a vending stand. Experience working at a snack bar in a school for the blind and at a vending stand in Federal buildings. Two years' experience as telephone salesgirl. Write Miss Helen Spaid, 204 Orange Street, Oil City, Pa.

POSITION WANTED: Sighted counseling psychologist, thirty-nine, desires position as assistant director or chief of psycho-social and vocational services of a community agency offering services to the handicapped. B.S.S., M.S., M.A. and Ph.D. degrees. Employed for past eleven years

as counseling psychologist with Vocational Rehabilitation and Education Division of Veterans Administration. Work experience involved close relationship with all related medical disciplines as member of ophthalmic, multiple sclerosis, T.B. and diabetic teams. Extensive work with psychoneurotics and psychotics. Experienced in lectures to large groups and supervising graduate field work students. Certified psychologist in state. Member APA, AAWB, APGA, Phi Delta Kappa. Write Box 1, *New Outlook*.

POSITION WANTED: Man, forty-three, blind, seeks position as home teacher, rehabilitation counselor, braille teacher, or related work. B. A. in sociology and one year training in graduate school of social work. Four years' teaching in a state school; six years as operator of a postal news service. Write Arnold Graber, 1775 Hennepin Avenue, Minneapolis, Minn.

POSITION WANTED: Young man seeks position as home teacher or instructor in training center or school. Social science and psychology majors; M. S. in rehabilitation from Hunter College, June 1957. IHB-OVR rehabilitation course. Experience teaching handicrafts, teaching and counseling industrial trainees, piano servicing and door-to-door selling. Braille typing, handicrafts and Valley Forge technique. Write Box 13, *New Outlook*.

POSITION WANTED: Shop management, sub-contracting, sales. Willing to locate anywhere providing opportunity for advancement. OVR-IHB professional training. Qualified, capable, travel alone. Experience, resumé and references upon request. Salary open. Write E. H. Dennis, 2507 Clarendon Road, Brooklyn 26, N. Y.

POSITION WANTED: Administrator. Seven years' experience in social welfare agency; four years in industry. B.S. in business administration; Masters in public administration, majoring in personnel administration. Write Box 16, *New Outlook*.

POSITION WANTED: Executive director, forty-seven, normal vision. Ten years' experience in all phases of operating an agency for the blind—workshop, rehabilitation and readjustment, social services, solicitation, recreation, and sub-contracts. Business administration graduate. Presently employed in private industry, but anxious to return to work with the blind. Write Box 15, *New Outlook*.

POSITION WANTED: Home teacher with agency for the blind. Ten weeks' on-the-job training in home teaching with agency in Indiana. B.A. and Th.B. degrees. Have taught braille and done chair caning and piano tuning while in school. Write Austin Berkey, Shipshewanna, Ind.

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**"While they were saying among
themselves 'It can not be done'
it was done."**

—Helen Keller

Rehabilitation and *Social Work*

LEONARD W. MAYO

THE THEME OF THIS 84th Annual Forum of the National Conference on Social Welfare, "Expanding Frontiers," is a fitting springboard for this paper. I have taken the liberty of changing the original title, however, from "Rehabilitation *in* Social Work" to "Rehabilitation *and* Social Work." This modification provides a clear mandate to compare social work and rehabilitation insofar as they are comparable, and to analyze the close relation that exists between them to the extent that their common purposes suggest. Granted that one is a profession and the other more in the nature of a program or movement involving several professions, it is still true that at points their objectives and functions are similar if not identical.

Mr. Mayo is the executive director of the Association for the Aid of Crippled Children, in New York City. This paper was presented at the eighty-fourth annual forum of the National Conference on Social Welfare last May.

Rather than attempting formal definitions, I shall point out some of the similarities and differences between rehabilitation and social work with the hope that this approach may help to establish a better basis for clarification and cooperative endeavor.

First: Social work is a well-defined profession of some fifty years' standing, with a common body of knowledge, common traditions and common educational methods.

Rehabilitation (as the term is used in this paper) is a process devoted primarily to the restoration and supplementation of physical capacities and abilities in which not one but many professions and disciplines are essential. Though the concept of restoration is as old as human life, rehabilitation as a dynamic, coordinated plan of treatment focused on the needs of the whole person is relatively new. It includes not one but several bodies of knowledge and traditions, its personnel are

the products of several types of professional education, it is motivated by different professional concerns, and its leadership stems from a variety of backgrounds and disciplines.

Second: Social work agencies have a well-defined hierarchy of board, administrator, supervisor, and practitioner. This is a decided asset when it comes to tackling a complicated task as well as in policy-making and in inaugurating and sustaining a well-defined program.

These functions are not as definitive in rehabilitation where, for example, a supervisor or coordinator may be responsible for staff members in several rather than one discipline.

Third: Social work is practiced and administered in different but essentially similar settings.

Rehabilitation is conducted in and under a variety of settings and auspices.

Fourth: Social workers have been trained (and the very nature of their responsibilities demands it) to invoke and bring to bear for the benefit of their clients many different community resources and the contributions of several professions. This requires a type of experience and skills quite foreign to members of some of the disciplines active in rehabilitation.

Fifth: Social work has virtually passed through the period when its members thought of the profession as concerned exclusively with that portion of it with which they themselves were identified.

Rehabilitation as a movement has not yet passed through this myopic phase. Some who are primarily interested in vocational guidance and employment, for example, are still prone to regard rehabilitation almost exclusively in the light of these functions, and those whose main interest lies in the physical and medical aspects are likely to overlook or at least greatly

underemphasize other phases. Historically in both rehabilitation and social work, each specialty had its time of ascendancy, and in the treatment of an individual, by the same token, each has its period of special emphasis.

Sixth: By and large the goals of social work in relation to individuals, families, and communities have become more general than specific in the last decade.

In rehabilitation the treatment goals are apt to be more specific than general. This is due in part to certain inherent differences between social work and rehabilitation and it may also be an indication that social work has progressed further than rehabilitation in its concept of treatment. At one time social work was prone to set up definite treatment objectives in the instance of a family, an individual, or a group, but now it is pretty well agreed that reasonably steady movement by individuals, groups or communities toward goals established by them is the sound objective to be sought.

Specific Goals Desirable at This Stage

It is probable that most rehabilitation personnel, other than physicians, set up rather specific objectives such as learning to walk, to drive a car, to become more efficient in activities of daily living, and the like. This may well be justified, at least at this stage in rehabilitation, because of the nature of the process and the type of problems faced by handicapped persons. The testimony of a professional man who is a paraplegic is germane on this point, however. He stated that during his rehabilitation a specific goal, namely that of getting on his feet, was held out to him. When he returned to his office he found that "getting on his feet" was so exhausting that he could not conduct his professional duties

without great difficulty. He found he could carry on from his wheel chair, however, with complete efficiency and with a little extra help board a plane or a train and thus be as mobile as his interests and occupation required. Granted that wide differences exist among people and that some require specific goals in the first stages of their rehabilitation, this is a matter that requires further analysis and study.

Mutually Helpful Roles of Social Work and Rehabilitation

These comparisons and contrasts lead to a consideration of how social work and rehabilitation may become increasingly helpful to each other in the fulfillment of their common purposes.

First: It is essential that each recognize the role of the other in helping people to attain their full potentialities. Social work as one of the professions essential to rehabilitation has both a specific and a general role to play; its specific function is similar to that of medical or psychiatric social work in a hospital or clinical setting and includes the use of the worker's knowledge of behavior, of family life, of community resources and how to use them, and of what is involved in an effective team operation. In a word, the social worker should furnish much of the integrating influence essential to a successful rehabilitation program.

In this connection it is important to ask how social workers perceive themselves in a rehabilitation setting. Do they see themselves as learners who stand to gain much and give something? As teachers who are usually thought of as only giving? Or as partners with the members of other disciplines? The latter suggests a somewhat different status than that of either a learner or a teacher. Ideally the relationship should be that of a full

partner, and in some rehabilitation programs that has been achieved to an extent. Where it has not it is probably because mutual confidence does not exist, and because unfounded notions are held as to the controlling importance of one or more of the professions or team members. In such cases the social worker has a very special and very difficult function to perform. It must inevitably fall upon his or her shoulders to accept major responsibility for helping to create a free, enabling situation in which a partnership relation can develop and eventually prevail. Without this there can be no team, for in essence a team is the outward sign of an inner conviction and philosophy concerning the whole person and how his needs can best be defined and met.

Second: Social workers both in and out of rehabilitation must comprehend its present status and its pioneering function. They must realize that working with the members of other professions who do not at once grasp or accept their philosophy is part of the team process and not necessarily a cause for criticism.

Third: Rehabilitation personnel need a keener appreciation of the contributions social workers can and do make in both their general and specific roles in rehabilitation, and a greater awareness of emotional and social factors and the fundamental part they play in the rehabilitation of every patient.

Not a few leaders in rehabilitation have already come to this realization. A statement by Dr. George Deaver of the Institute of Physical Medicine and Rehabilitation of New York University-Bellevue Medical Center is a case in point. In a public address last October he said in essence: "The psychological and emotional problems of cerebral palsied (and other handicapped) chil-

dren and their parents often are greater than their physical infirmities; in some children these problems are so severe that they are unable to benefit from the best of current treatment."

Rehabilitation personnel have been critical of social workers because they have had the impression that the latter see psychiatric problems in every patient and tend to underestimate the importance of physical and medical needs. Fortunately, however, both parties in interest have now learned a great deal concerning these matters, particularly in the last two years, and it can be said that, by and large, wherever social workers have made a solid contribution in rehabilitation, that fact has been appreciated and recognized by other disciplines.

Fourth: Rehabilitation has a major contribution to make to social work in the measure of practical hope it offers for many with chronic diseases and conditions, for the aged, for scores among those regarded as unemployable, and for other problems that have baffled social workers for decades. With the full participation of social work, by the same token, rehabilitation can reclaim a far higher percentage of the hard core of the ill and handicapped than has yet been thought possible.

Fifth: Rehabilitation centers are in a position to accumulate a vast store of valuable material on human behavior including parent-child relations and the psychology of the handicapped. Social work can use such material to excellent advantage if ways can be found to collate and evaluate it on a cooperative basis. In fact, education and guidance of parents of the handicapped is one of the many functions in which rehabilitation and social work have a common stake and equal interest.

At this time the attitude of social work toward rehabilitation must still

be characterized as somewhat "on the fence." In general social work would seem to be holding a "watching brief" rather than giving all-out support. Funds have been made available by the Federal Office of Vocational Rehabilitation to some of the schools of social work for the inclusion of courses on rehabilitation and for the training of counselors, but one wonders whether by and large the schools, or indeed the profession as a whole, are as yet fully identified with the rehabilitation movement. A close parallel is found in the history of the relation of social work to probation, parole and institution service. These programs have never been fully embraced by social work and partly as a result they have never quite measured up to the standards of other programs more specifically under social work auspices.

Consolidation Strengthens All Aspects of Treatment

I trust that the attitude of social work toward rehabilitation will not follow this precedent for there is growing evidence that rehabilitation will one day become a recognized and integral part not only of hospital service but of medical care itself. I dare say that unlike the case of probation and parole, however, this may come about whether social work gives its full blessing or not though the future of rehabilitation will be far richer with it than without it. Social work must align itself with rehabilitation not only because of what it has to give but by what it stands to gain and because of the close relation that should exist increasingly among all methods and aspects of treatment.

A scholarly approach to this problem suggests a number of studies in which social agencies and rehabilitation centers should join, including analyses of the functions of each profession on the rehabilitation team; of intake and re-

ferral procedures involving social agencies, hospitals and rehabilitation centers; follow-up studies of rehabilitated patients; and experiments with various methods of cooperation between rehabilitation centers and social agencies. The Association for the Aid of Crippled Children will soon publish a monograph on the role of the medical social worker in rehabilitation which it is hoped will serve a useful purpose in this connection.

The attitude of a new agency or program toward those already established in a given field, and of those already established toward a new development, is one of the puzzling phenomena in any professional field. All too frequently the sponsors of a new program seem determined to have nothing to do with those that preceded them and give every indication of being certain that their "new" approach and their methods are superior; the leaders of established programs on the other hand are all too prone to regard new developments as inferior or even incompetent.

Social work has reached that stage in its history when it will see an increasing number of programs, activities, and movements get under way which may appear to have assumed or appropriated a part of its philosophy and methods. In such circumstances it may be difficult at times not to regard such developments with a jaundiced eye. In a real sense, however, this is something every profession should strive for, is it not? That is, to encourage the acceptance of its views and to some extent its methods by other

groups. After all social work does not have a lien on its knowledge of behavior, on its philosophy of human relations, nor even on its methods. All that social work knows, and in one form or another most of what it does, is known and done in some way by other groups, though obviously no *one* professional group is its full counterpart.

The genius of social work lies not so much in what it knows, as in what it does, not so much in what it does, as in how it does it, and not alone in method, but in the confluence of knowledge and wisdom, method and philosophy, in the unique relation it sustains to other professions, and the manner at once warm and objective in which its most skillful members use their professional selves.

The relation of the social worker, therefore, to each of the professions in modern rehabilitation is of paramount importance for in an effective union with these supplementary and complementary groups social work can greatly extend and significantly enrich both its own services and those of other professional groups.

The place of the disabled person in our society, no matter what the type or cause of the disability, is the prime business of both social work and rehabilitation. In assuring a more adequate and satisfying life to the handicapped the rehabilitation process must of necessity include the contributions of social work. On its part social work as practiced in the community must depend increasingly on rehabilitation as a major resource in the fulfillment of its own objectives.

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RECREATION

and the blind child

CLAIRE L. JACKSON

I AM ASKED TO SPEAK today about recreational opportunities for the blind child. It seemed to me that it might be helpful to explore together this subject with particular reference to the role of the professional worker who is increasingly concerned with the needs of the older blind child. This reflects the shift in population from a smaller preschool-age group to a larger school-age group.

It is not, it seems to me, the limitations caused by lack of sight that may keep the blind child from the fullest possible participation in recreational and social activities enjoyed by his peers. It is more apt to be the result of his attitudes toward himself and his blindness.

In the process of growing up, the child develops a picture of himself as he sees himself, or as he would like to see himself. These attitudes toward himself become a part of his feelings, and determine the way he behaves, and the way he gets along with people. The way he lives, the way he plays, the way he gets along or doesn't get along, show the rest of us what he thinks of himself. Some people who are really very able and bright think of themselves as inadequate and worthless because of the kind of early picture they built of themselves. Or, some people

refuse to look at their own limitations in any realistic way, so anxious are they to deny that the picture they have of themselves as perhaps organically inferior is a true one.

The child who can experience achievement and social acceptance through his play and recreation has a chance to correct this picture of himself which he holds, and is a healthier person as a result.

We know that parents of blind children, as well as other members of society, are heir to prevalent attitudes toward blindness. We know also that these attitudes invariably affect the child and his feelings toward himself. "What you think of me, I'll think of me; and what I think of me, will be me."* When parents and other adults can come to face, honestly, their own feelings about the child's blindness, then the child can come to terms with himself. He will need neither to withdraw nor to push out in an aggressive effort to compensate, but can accept himself as he is.

It is as a professional worker in a program attempting to define broadly its responsibilities to the older blind child that I speak to you today. The Dallas Services for Blind Children considers it extremely important to meet the needs of all blind children, an increasing proportion of whom will soon be or are already of school age. Among

Miss Jackson is executive director of Dallas Services for Blind Children, Inc., Dallas, Tex. She presented this paper at the Statewide Institute for Parents of Blind Children, conducted by the Fort Worth Foundation for Visually Handicapped Children April 11-13, 1957.

* Badt, Margit I., "Attitudes of University Students Toward Exceptional Children and Special Education." *Exceptional Children*, April 1957. p. 286.

the major needs of this group is the chance for healthy recreational experiences, the opportunities to learn the skills that will enable them to participate with sighted friends and a chance for increasing participation in the general activities of the community at large.

There is a great deal of discussion today about the integration of blind children into the sighted world. This, many say, is our aim, our objective.

How is this to be accomplished? Who is to accomplish it?

Successful integration will depend largely on the child and his own attitudes toward himself. Opportunities for integration are necessary and must be made available. Regardless of their availability, these opportunities will not be used unless the child and his family desire them.

What is the role of the professional worker in assisting the blind child to obtain adequate recreational opportunities and skills not provided for by the school?

The professional worker must be sure to give consideration to the particular blind child, and to note his particular adjustment to the attitudes of his family, of his neighbors and of society in general toward his blindness. Perhaps the child has accepted the not uncommon attitude that blindness is incapacitating and therefore he regards himself as helpless and dependent. Perhaps, in his efforts to assert that this is not true, he unconsciously tries to prove that his blindness does not even exist or perhaps he withdraws into comfortable seclusion in the security of his own home. Perhaps the professional worker or volunteer, in her wish to make available to the blind child all possible opportunities, thrusts on the family and the child her own aims without due consideration of the needs, feelings and attitudes of the

particular family and of the particular child.

The thought comes often to my mind that it is very important in our eagerness to see to it that the blind child has his needs met, that we do not deny him, and his family, the right to determine their own destiny—even though it may seem that thus he lacks for many opportunities we would afford him.

It is also important that we give the family the chance to find its own solutions and let them assume responsibilities rightfully theirs. The child belongs to the family. He is not "ours," and we do not strengthen relationships by taking on responsibilities belonging to the family, or, for that matter, responsibilities belonging to the community.

When my work with families of preschool blind children first began in California, in 1950, a mother said to me, "Jenny is young now, but soon she will be ready for swimming lessons, for music lessons, for camp. How can I afford these things for her?" She is blind, the community *ought* to provide for her, was what this mother implied. As Thomas Cutsforth has said in conversation with me, "Let us be careful that we don't substitute the little tin cup with the big one." Over the years, and with help, this mother gained insights and understanding and defined better for herself her goals for her child. Today a letter tells me that mama and an accordion instructor are struggling with braille to keep up with Jenny's eagerness to learn; Jenny goes to day camp with neighbor friends just as her sighted brother will when he is older. Jenny belongs to a Brownie pack of which her mother was an active leader in the beginning, and the whole family do things together that are fun.

Most parents *want* to provide their youngsters with the recreational and social skills which will give them enjoy-

ment and which will allow them the chance for normal healthy growth. Some parents are able to find ways and means.

The professional counselor, of course, can help to facilitate the blind child's entrance into community activities, so that he will have the same opportunities and the same joys and pleasures as sighted children. She can, and should, work closely with community recreational leaders. There should be conferences between parents and recreational leaders to discover resources and to learn how the blind child may most effectively make use of what is available. She can, and should, work closely with those families who seem unready to let the child move out away from home and school. Her purpose would not be to get the child into an activity, but to help the family discover why it may be hard for them to let the child move out. It seems to me that it is one of the responsibilities of the counselor to keep the family attuned to available recreational resources and also to help the family develop methods of utilizing these resources constructively.

Public school programs are increasingly integrated, but the fact remains that they are predominantly centralized. Blind children, in general, do not go to school in their own neighborhoods. Even within the school, unless there is real integration, blind children may tend to develop their primary relationships with other blind children. They need the opportunity to rub elbows with, to socialize with, to participate in activities with children who can see, and with the children who live in their own neighborhoods. The parent who has a chance to chat with a counselor can very often devise his own ways and means for his child to participate in the activities engaged in by other members of his family or friends.

For there is no doubt about it, play and recreation are important! Play and recreation make for balance, physically and psychologically. Man has always indulged himself in recreation from primitive times, when the dances and music he developed to propitiate his gods also served to release his emotions. Recreation is important for all of us. It is important to refresh oneself in play.

In this modern day, many of us are deprived. We are not active enough. We are often frustrated. We too rarely find the opportunity to express ourselves except in play. It is necessary to take care of, through play, some of our unconscious emotional drives and, through play, to meet some of our physical and social needs. Inner needs help to determine what form the individual's play will take, as well as do available opportunities and the influences we have been exposed to in our early lives.

Dr. S. R. Slavson has a good deal to say about the importance of play in the normal growth of the young child. He believes that for the young child play is life in its most deep and most meaningful sense. Through it he learns about the world. He comes to know what is real. He reduces the complexity of the adult world to what he can understand. He expresses his natural aggressiveness in healthy and acceptable forms. Dr. Slavson goes on to say that healthy emotions and a vigorous intellect *depend* on the full release of the play impulse in early childhood, and concludes, "Play (for the child) has an inner purpose: the purpose of using one's growing powers in order that he may grow further."

The blind child, denied play opportunities, often retreats into fantasy. He does not have the chance to develop the skills which allow him to be acceptable to his friends. It is absolutely

necessary for the blind child to have companionship as other children do if he is to grow into a healthy individual. For him, I believe, it is generally desirable that he have companionship with sighted youngsters. For one reason, immaturities rub off. It is more likely that a group of blind children may include more children retarded in their social and emotional growth than will a comparable group of sighted children. Blindness itself does not create immaturity, but attitudes toward the blind child may have prevented his normal development. It is also probably true that the child with multiple problems is grouped with children who are blind whereas the sighted child with, for instance, mental retardation, is more often placed in a group of retarded children.

The blind child who is an acceptable, attractive, likeable human being will gain much from enjoying his play and recreation with sighted friends, and he will have far greater freedom.

He can go places without grown-ups sometimes, for one thing. What fun is a date if papa has to drive the car? Tandem riding on a bike can be done with a sighted friend. Paddling down the river is possible with a "good man" to steer.

The blind child's early play experiences should encourage free movements so that he will develop self-assurance and good coordination. Activities that call on all his senses and active games that help him develop kinesthetic skills will be of value. Every encouragement should be given the blind child to express himself creatively. Dramatics and dancing are important. To play successfully with the sighted child, he must have skills. Social dancing is often best learned through dance with a sighted person. As a matter of fact there will not be too many limits to the recreational opportunities for blind

children to enjoy so far as their physical capacity to participate is concerned. Although certain modifications will generally need to be made, the child's later successful adjustment may depend in part on his own ingenuity in making necessary modifications within his environment. Due consideration must be given, of course, to the fact of physical limitation caused by blindness and to the individual's safety and to the protection of others with whom he plays. The blind child in Norway is taught to ski, which does not mean he can ski where trees, fissures and ravines offer hazards. A child can learn to use a bow and arrow, and even a gun, with an auditory cue, though necessary precautions must be taken and recognition given to the fact that he will probably never achieve the same skill as a sighted person. But he *can* participate, and he *can* vastly extend his range of interest. Also, importantly, he can increase his appreciation of what such experiences mean and therefore enter with more understanding into conversation about hunting and fishing.

It is my impression, also, that the community is ready to be cooperative and is opening doors to allow blind children to participate fully in what resources exist. Increasingly the community is coming to accept that the child with a disability is a normal part of the community. Knowledge of opportunities should be made available to parents and their children, but we must allow families to make their own choices.

Also, every effort must be made to avoid the trap of congregating blind youngsters to get the advantage of a certain experience, that is, to bring them together for a "good purpose."

Dr. Cutsforth states in his article "Personality and Social Adjustment Among the Blind" that many blind persons resist increasing their social

relationships and responsibilities. He states that because of this fact, social agencies make a practice of congregating the blind together for the purpose of socialization. He further states, "Growth toward maturity can never take place in a concentration of social inadequacies. It leads rather to a deepening of the feeling of inadequacy and a heightened dependence on the inadequate group, as well as emotional rejection of those who are different (sighted)." Increasingly such groups as Girl Scouts, Boy Scouts, YMCA, YWCA, and others are taking cognizance of this by including the exceptional child in a group of "normal" children.

The sense of security and individuality gained by the blind child in his home and community environment will have a profound, beneficial effect on all his adult life. If the handicapped child is to have a well-developed personality, he must be able to share in the lives of physically normal individuals. Each child longs passionately to belong, to have the assurance that there is a place for him and that he can make friends. The professional counselor can help the child to achieve this end if he works closely with the family of which the child is a member and with the community of which the child is also a member.

The Blind Child in the Sighted Nursery School

EILEEN SCOTT

IF THE INTEGRATION of the blind child into the sighted world is to be accepted as a reasonable goal, then not only the parents, but the community as well must be guided and educated before the child can achieve this goal. The service agency for the blind has a definite responsibility to help the community realize that the blind child is entitled to understanding, acceptance, and the same opportunities as are made available to all children in the community.

We know that blindness does impose certain limitations on the development

of the blind child in the way of mobility, awareness and understanding of his environment, and his interpersonal relationships. The extent to which these affect him varies considerably, but is closely related to his parents' attitude toward him and his blindness. We believe that the best way to help a blind child develop normally is to help his parents form positive attitudes toward him and his blindness. In our experience we have found that most parents need and want such help.

A close association with more than 125 blind preschool children and their families over a ten-year period has served to convince us that any comprehensive service program must develop opportunities for the blind children to participate in activities with groups of sighted children at the preschool level.

The first association with children

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outside the blind child's immediate family should be in his own home and play yard. From the time a child is two his parents can encourage other children to come into their yard by means of such child bait as sand piles, swings, paddling pools, etc. Few two-year-olds play well with other children; rather, they play alongside them. This the blind child can do too. When he is three or four and is ready to play with others, he gradually becomes a part of the neighborhood group in his own back yard. The parents must continually encourage opportunities for such social development by ensuring that the other children have a good time when they play with the blind child and will want to return.

When any child goes to nursery school he is expected to gain a great deal from the experience. We hope that he will learn to be away from his mother and to accept the authority of the nursery school supervisor. He must learn to share her time and attention with the other children. We hope he will also learn to share toys, to take his turn on play equipment, and to experience the fun and satisfaction of belonging to a group. He will also learn to sit quietly for short periods, to listen and to concentrate on one thing at a time. He will learn many new skills like cutting, pasting, folk dancing, which give him greater mastery over his own body muscles.

The blind child, too, can and will achieve the same new independence, the new relationships with people, the new skills, but he will also find additional values in the experience. He learns to live and play with sighted children and to compete with them in all his daily activities. He finds out that he can do most of the things they can, but that there are some things he just can't do. For instance, he can't look at a picture in the story book,

but if the teacher tells him about the picture he will understand it. He also finds that in some activities he may outshine the other children — many small blind children excel in music, rhythm and storytelling. He learns how satisfying it is to be accepted as one of a group and feels that he belongs. Sighted children of preschool age are much more accepting of the child who is different than older children would be. Physical differences do not seem to be important to them. Similarly, the blind child of four or five years is also accepting of physical differences and he learns that he is different because of his blindness at a time when it is least damaging to him. As a matter of fact, neither the blind child nor his sighted friends think it is particularly important whether a child sees with his eyes or with his fingers.

The parents of a blind child, too, can gain from his experience in a sighted group. It helps them to face the fact that their child, although limited by his blindness, can and will learn to fit into a sighted world if only he has a chance to do so. It also provides them with an opportunity to view his social, emotional, physical and mental development in relation to other children of his own age. It helps them to see him as a child who happens to be blind, whereas, previously they could not see the child for the blindness.

No integrated nursery school and kindergarten program can succeed without the enthusiastic cooperation of the nursery school supervisors or group leaders. They must be convinced of the value of the plan in advance, and provided with continuing recognition and support throughout the duration of the program. The first approach can most easily be made through their associations and professional organizations. In our early contacts with such

groups we found them wary and a little afraid they were going to be put on the spot, but nevertheless, willing to listen. There were three such groups in this area and we arranged to talk to each group. We told them how our parent-centered program had resulted in this new type of blind child who, we believed, was able to fit into sighted groups, and in fact had been doing so in his own neighborhood. We showed a color movie, "Fun Without Sight," about thirteen totally blind children ranging in age from one to six years, drawing attention to the fact that the play interests of the preschool blind children pretty well paralleled those of sighted children. We stressed that the blind child is first of all a child and has the same basic needs which must be met if he is to reach his maximum potential development. He needs a warm and loving home which his parents have been endeavoring to provide. But he also needs an opportunity to learn to do things for himself, to experience the satisfaction of achievement outside his own home; and such an experience can best be found in a nursery school or kindergarten. The supervisors and teachers always ask many questions indicating their very real fear of blindness, and their concern that a blind child would be a great responsibility, and would surely come to some physical harm. Some express concern about what the parents of other pupils would think about their sighted child associating with a blind child. In such a group it is interesting to watch the resolution of the conflict between the old stereotyped ideas about blindness and the new information that seems to indicate blind children are just children and might actually have a place in such a group. The discussion is usually quite spirited and the more progressive and open-minded supervisors discuss all the pros and the

more conservative, all the cons. The preschool worker from the agency only answers specific questions. Inevitably, someone brings up the suggestion that a special nursery school should be provided for the blind children, and just as inevitably, before the worker can answer, one of the supervisors states that this would be a backward step and would undo all that had been gained by the new preschool program.

The group is not asked to make any decision as a body, but the preschool worker simply tells them that she may be approaching some of them individually regarding enrollment of a blind child. She assures them that this is a relatively new social experiment, and the agency will provide all the support and help the supervisor feels she needs. No one will be left on his own with a blind child. We do not want any supervisor to have extra work because of a blind child and, thus, we will only ask to enroll blind children who, in our opinion, are ready for a nursery school experience.

Selection of Supervisors

We have found it best to talk to the professional groups in the spring and then to contact the individual supervisors in May and June to arrange for admission of blind children in September when the new term commences. After listening to the discussion in the group meeting it is not too hard to note which supervisors seem open-minded and good prospects for the fall. In the early years we approached the individual supervisors without going through the professional groups, and found much more resistance and much harder sledding. The groups serve as a preliminary screening to select suitable nursery school supervisors for our purpose.

In approaching the individual supervisor we find that she already knows

the philosophy of our program, and although a little apprehensive, wants to participate. We assure her that she will be the one to decide if the child is to stay, and also to determine how frequently she wants the preschool worker to come. Only one blind child is ever admitted to a nursery school in any year (except in the case of blind twins who did not want to be separated).

Introducing the Blind Child to the Group

We have found that for best results the blind child should join the group a week or two after the start of the term in September or October. This gives the supervisor time to cope with the usual first-of-term problems. There is also less noise and confusion confronting the blind child after the other children have settled into the routine. His introduction should not be too long delayed, or he will be "odd man out" in the group. Our experience in introducing a blind child into the existing groups in January or March has not been satisfactory because the other children have shared too many experiences and learned too many skills which he cannot share at that late date.

If at all possible the preschool worker arranges for the supervisor to visit the child in his home so that she can get a better idea of how he functions in a familiar environment. This enables the supervisor to be much less over-protective at first. After she has seen Billy climb the apple tree, and pedal his "trike" up a busy sidewalk, she feels he is not so fragile after all.

The actual introduction of the blind child should be carefully and gradually done. The preschool worker takes the child to visit the nursery schoolroom, and to meet the supervisor when no other children are present. She shows him the play equipment, the bathroom,

where to hang coats, etc., and then encourages him to explore this fascinating place for himself.

The preschool worker then accompanies the child for an hour the first morning and sits with him, keeping him in the nursery school routine. She shows him how to find his own coat hook, she shows him the actions in the games, and encourages him to participate in all activities. If the other children are finger-painting, he paints too, or cuts, or sings, etc.

After two or three visits at different times of the day the preschool worker brings the blind child for the full period and remains in the room to offer help only when needed. By this time the other children have usually caught on and are keen to show him where the swing or blocks are. The supervisor, too, has had an opportunity to observe how one teaches a blind child and will begin to offer her own ideas. As she sees him participating and enjoying himself she finds she has lost her fear of him and is ready to relieve the preschool worker of the major responsibility. She understands that the preschool worker has a number of blind children to get started in nursery schools, and is usually ready to carry on alone with regular visits. The preschool worker makes weekly visits of half an hour or so to all nursery schools for the first six or eight weeks, and then gradually extends the interval between visits if the situation seems well in hand. Monthly visits are continued throughout the year and the supervisors know that a telephone call will bring the worker any time a particular problem crops up. As a matter of fact, they very seldom call, but it is reassuring to them to know they can.

The supervisors are always surprised to find that the preschool children do not have the same feeling about blindness as do adults. We ask them to

explain to the children that some people see with their eyes and that this child is blind, which means he must see with his fingers. The children quickly catch on that when they want to show him something they must put it in his hands. The sighted children are always anxious to do too much to help the blind child, but this situation soon rights itself. The blind child simply insists on doing it himself, and the other children and the supervisor as well learn just where and when to offer a helping hand.

Early each fall the agency has a tea or luncheon for the new nursery school supervisors having a blind child for the first time. The previous year's supervisors are invited to share their experience of the past year with the novices. It is very gratifying to listen to the discussion which ensues—there is no longer any doubt about the merit of the plan in the minds of last year's supervisors, while this year's are anxious to find out just how they can survive what looks to them like a rather frightening year. The experienced supervisors become our most enthusiastic supporters and are proud to have had a part in the plan. Their enthusiasm and practical suggestions do a great deal to make the experience more comfortable for the new ones.

Around Easter a second gathering is arranged, supposedly for the agency to thank the current year's nursery school supervisors for their cooperation. In actual fact they all feel that they and their other children received so much pleasure and satisfaction out of the association with the blind child that they feel indebted to the agency for extending to them this privilege.

We also make use of special nursery schools for children with other handicaps. So far we have had three blind children in special preschool classes for retarded children and two in special

groups for the cerebral palsied. The same service is offered to these supervisors and the same methods followed as in the regular nursery schools.

We have also, experimentally, enrolled doubly handicapped children in regular nursery school groups where the supervisor was particularly interested and competent, and found that the child gained a great deal from the experience. In the spring of 1957 we asked the nursery school supervisors whether they felt the enrollment of a doubly handicapped blind child in a regular nursery school on a trial basis for a two-month period would be an imposition. They replied very hotly that two months wasn't long enough to try out such a child and they would want five or six months to determine if they could help the child. It was startling to note how far the nursery school supervisors had moved in such a short period. They no longer have any doubt that the normal child belongs in the sighted group, but are also demanding the right to try out the doubly handicapped blind child as well.

The impact of this program on the community as a whole has been very evident. These small blind children are doing more to promote the acceptance by the public of blind people as human beings than we dreamed was possible. The sighted preschoolers are growing up with a blind friend who is just one of the kids. They are not only growing up with greater tolerance and understanding of the physically handicapped but are influencing their parents as well. We have had a great many requests from parents' groups the last few years to come and tell them about our preschool program.

The community as a whole has accepted the right of the blind child to make use of the facilities provided by his community for its preschool children.

CAMPING with the HANDICAPPED

IRVING MILLER

SEGREGATED VERSUS integrated camping for the handicapped has been posed by your planning committee as a central issue for consideration at this session. I think that in some ways it is an artificial issue. It is so because it enables us all to agree with a similar sense of ethical and moral impeccability and still obscure a wide range of actual differences among us. It obscures the need for better, more individualized and sensitively planned camping services for all including, if not especially, the handicapped. I would like to elaborate this by reference to some assumptions I make which bear upon camping with the handicapped and the physically handicapped specifically.

My professional identifications and experience make me see camping services in social work and social group work terms. This bias has been reinforced by six years of experience in camping with visually handicapped people. Thus, camping with the handicapped is seen as camping in a specialized setting in which it is most appropriate and most helpful to make use primarily of the group work method. I see it as a group living situation in which services are given primarily through the media of the group experience and as services which are generally under social welfare auspices.

Mr. Miller is a lecturer in group work, New York School of Social Work, and is executive director of Vacation Camp for the Blind. This paper was delivered at the National Conference on Social Welfare, Section II, May 20, 1957, in Philadelphia, Pa.

Consequently I think group work and group workers are the methodological and professional specifics for the achievement of the recreational, developmental, adjustmental and social rehabilitative goals of such services.

In my own experience in camping with the visually handicapped I have had the wonderful satisfaction of discovering and rediscovering the meaningfulness of such group work notions as these:

1. That not only are the program activities as such significant but equally if not more significant are the social relationships—the things that happen between and among people engaged in those activities.

2. That guided and deliberate use of group experience can further effective and socially responsible group life and simultaneously help individuals achieve personal satisfaction and social growth.

3. That in order to achieve a sense of well being it is essential for the individual to have a sense of belonging. Among the risks of living, to which handicapped people are particularly vulnerable, is an interference with or restriction of opportunity for satisfying group experiences. One of the most observable consequences of many handicaps is social isolation, a contraction of life space and a sharp restriction in all aspects of physical and social mobility. In other words one of the social consequences of many handicaps is its tendency to create loneliness which as it reinforces and fulfills itself, inhibits all other aspects of living and in the long run diminishes ability to make effective use of specific rehabilitative and vocational adjustment services. The process engendered by this kind of social isolation is partially, if not significantly, reversible by the intervention of meaningful group experience, and camping can be one of the opportunities for achieving this.

The objectives, methods and skills of group work and group workers are generic to practice in camping and other settings which utilize group experience as their basic medium of service. The specific application, the specific quality and emphasis in the method and technique varies with the specific goals and purposes of the setting and the needs and social situation of the consumer. To a large extent every setting in which group workers practice is a special setting. Every setting requires that the group worker have an understanding which can be translated into action of the setting's function and structure and the needs of the individual as they can be met in the setting, before he can apply his own professional methods and skills. An understanding of the broad socio-psychological implications of a handicap as well as its specific implications, meanings and consequences for the individual is a case in point of the individualizing process. It is a case in point of the group worker's ongoing responsibility to interrelate in action such variables as his own skill and capacities, the agency function, the individual and his needs and the social situation or social context within which he and they are working.

In relating the foregoing ideas to camping with the handicapped one of the things which becomes clear is that it is difficult to understand handicap or disability when it is viewed in its own terms. What is or is not a handicap varies depending upon who is defining it and how it is defined. It varies according to historical, social and cultural factors. Not all physical differences or variations have negative connotations. The same variation will have different consequences for different people in different life situations. To a large extent the handicaps with which we are most familiar are essentially

variations among people, upon which society ordinarily places a highly negative value.

This negative value imposed by society is one aspect of the problem; another, and related to it, is the negative value imposed by the individual upon himself. Finally, there are negative values imposed by and specific to the handicap itself. Still a person cannot be defined in terms of his handicap. He is more, infinitely more than that. While it may be an interwoven and inextricable part of a total interacting person, to focus only or essentially on that part which is the handicap is not only an affront to the human spirit but renders impossible creative and helpful social services. The way the individual responds to his handicap and the consequences it has for him cannot be viewed only in terms of the limitations it imposes, but must also be viewed in terms of the potentialities it offers for adapting the setting, the program and the professional role.

Shaping the Program to the Needs of the Group

Just as one cannot define a person in terms of his handicap so is it difficult to define normal and abnormal, health and illness, handicapped and non-handicapped. These are relative, highly complex and varied phenomena. They are variables, not attributes. Each handicapped person varies from other handicapped persons as he would vary from a so-called non-handicapped person. The range of individual differences, modes of adjustment, ways of occupying psychological space among the so-called handicapped group, is as wide and varied as among the so-called non-handicapped group.

Whether we regard a person who is handicapped as essentially like other people *despite* a handicap or whether we regard him as essentially different

because of a handicap can be of considerable significance. The former notion is not just a pious platitude enjoying moral superiority over the latter. The difference between them can be reflected in the way services are organized, in what services are seen as relevant to the goals to which they are directed. In a camping program the distinction can determine whether the camp is oriented to group work goals or to institutionalized and protective goals. It can make a difference in how you use specialists — whether they are “line” or “staff,” auxiliary to or primary to the major function of the camp. To assume people are people despite a handicap would mean that program goals, staffing, etc., would be organized along conventional good camping lines adapted appropriately to the special problems presented by the campers. It would mean that a desirable goal for a specialized camp would be to achieve good program, good staffing, etc., according to good conventional standards.

What bearing does all this have upon the presumably control issue of segregation-integration? As I have already indicated, the trouble with this issue is that it allows us all to agree, to be against sin and for virtue and yet have private little reservations and qualifications which obscure real differences among us. What needs to be considered is the basis upon which people are segregated. In some respects handicapped people are like minority groups in our society in that they suffer similar personal and social experiences, as a consequence of their difference. However, for our purposes there is an important difference between them and other minority groups.

Concept of Segregation Varies

There is nothing intrinsic in color or religion which can remotely justify

segregation in education or for that matter restriction of access to any American institution. This kind of segregation is morally, socially and politically indefensible in all cases and can only be met with uncompromising resistance and counter-action. However, in respect to camping and similar social services the question confronting us is whether or not a particular handicap intrinsically creates the need or requires specialized services under specialized auspices. To a certain extent the answer emerges as we evaluate the nature, quality and degree of handicap and the individual factors within it in relation to what services, specialized or otherwise, actually exist or can potentially be brought into existence. If the individual child or adult who is handicapped can make productive use of a setting serving the so-called normal child or adult, then to deny him service would be segregation — even if a high degree of individual attention were to be required to provide such service. If, however, on the basis of individual diagnosis there are needs which require specialized attention — needs which are intrinsic to the handicap and which require specific provision — then to provide specialized services is not segregation in the invidious sense of that word. Further, I think the mere fact that agencies for the non-handicapped are not, for a variety of good and bad reasons, providing services to handicapped persons, can justify the establishment of specialized services. Surely there can be no argument over the desirability and urgency for all of us, whatever setting we work in, to strive for maximum integration. However, people who are not *now* being served ought not be asked to wait for services until the day the right-minded people have persuaded the narrow-minded to give up their misconceptions about handicapped people, broaden their concep-

tions of service, stretch their conception of what is normal and give substance to their claim that they accept differences by doing so more expansively and creatively. They, along with camps serving the handicapped, need to begin with the same assumption, namely that it is important and valuable to the achievement of normal healthy growth for all kinds of people to have maximum access to a variety of services and to each other, and that people ought not be discriminated against, merely because of a handicap—merely because of difference.

Community Participation Sought

What do these things mean for the camp serving handicapped people? How can reality be in the service of their good intentions? It seems to me that such camps must take responsibility and assume the obligation to use their services wherever possible as a means for moving their clients into wider community participation. This can best be done on an individual basis, depending upon the individual's capacity, strengths and readiness. This takes more than honest intentions and strong convictions. Skill, patience, persistence and courage must be the added ingredients. The initiative for this must come from camps serving the handicapped. The good will and interest of camps serving the non-handicapped in absorbing some handicapped persons may be assumed but ought not be relied on. I doubt that more than a handful do so. This isn't being done, because to do so would for some (camps serving the handicapped) represent participation in their own liquidation and be in conflict with the very basis upon which they so effectively appeal for support to a sympathetic public. Helping the handicapped person move into the wider community is too often not done because too often he has been

subjected to a sentimentalized concern and sympathy which has been subtly but unmistakably transformed into a style of help which deepens dependency and feelings of inadequacy. Thus, the handicapped and the helping person become each other's captive. Yet a specialized camp which identifies itself with broad social welfare goals can not justify itself unless it also sees itself as an instrument for helping those for whom it is possible to move into and participate in an ever broadening social grouping. What better help can we give handicapped persons than to use our services to help them to manage, as they must, in a world where most people are not like them? To restrict them to narrow groupings whose only basis is one characteristic in common is to pauperize experiences and inhibit social development. The specialized camp must create, encourage and give ongoing support to this need for broader participation and if this is to be done it requires individual evaluation of strengths and capacities. We need to have knowledge and understanding of other services available, of their actual structures, functions, modes of operation and capacities to absorb differences. One of the deterrents to this kind of good specialized services is that agencies and professionals working in such settings tend to *segregate themselves*. They do not seem to me to be sufficiently identified with broader social welfare concerns. To the extent that they lack connections and identifications with other services they limit their capacity to serve their own clients. For example, it is not possible to have active and meaningful to-and-from referrals unless you know other agencies and services and they know you.

Under the best of circumstances and intentions, it must be said that one of the problems we face lies within the handicapped camper himself. As Kurt

Lewin and others have observed, "Minority groups (including the handicapped) tend to accept the implicit judgment of those who have status even where the judgment is directed against themselves."* Many handicapped people articulate a hunger for integrated experience and at the same time are also quite fearful and resistive to it when it is made possible. For many it would be a trying and unsatisfying experience. Thus we need to evaluate too the possible consequences for the individual, seemingly able, handicapped person in trying to function in a "normal" setting.

The degree to which a handicapped person can participate in a normal setting cannot always be determined by degree of handicap. It is frequently a matter of personal style and level of social and emotional adjustment.

Summary

In conclusion I would like to summarize or recapitulate some of the points I have tried to make.

Everyone, including the client, seems to be committed to integration. We rarely, however, go beyond talk and it doesn't happen even where and when it is possible. The decision as to where and how any person should be served ought ideally and always to be on the basis of individual need, individual

adjustment, degree of handicap, etc. People have to be served and have to be given the service whether it is available in a specialized or non-specialized setting. If handicapped people are not receiving service because those responsible for the "normal service" are backward, ignorant or fearful, then this justifies specialized service—even though we may prefer to have specialized services justified only in terms of highly specialized needs.

We ought to see camping services for everybody as a welfare service meeting an important social need, worthy of wide community support and not as a frill. For handicapped people in particular it offers a frequently unrecognized opportunity to make an important contribution to their social adjustment and rehabilitation.

One of the most striking consequences of a handicap is that it tends to isolate people, and impoverishes social experiences and opportunities for group experience, which are so essential to social and emotional health. The camping experience which emphasizes the values of group experience, which sees people as total unique persons, which emphasizes their potentialities and not their limitations, which does not demean the human person by defining him in terms of a handicap or physical variation, is a camping experience which can counteract or offset the destructive processes unleashed by inactivity and social isolation.

*Lewin, K. "Action Research and Minority Problems." *Journal of Social Issues*, 2, 1946, p. 44.

CAMPING FACILITIES SURVEY

The recreation committee of the AAWB is seeking information concerning the camping facilities offered by agencies serving the blind. Eligibility requirements for admittance and other data describing each camp operation are needed for the survey. All agencies maintaining camps are requested to send pertinent information to Fuller R. Hale, Executive Director, Social Center for the Blind, 604 University Street, Seattle 1, Washington.

a contemporary guidance program

CARL J. DAVIS

I HAVE BEEN REQUESTED to speak to this group on a specific guidance program, the guidance program at Perkins School for the Blind. However, to establish a frame of reference, I would like to refer briefly to a paper presented to this same group in 1951 by Mr. Finis Davis. Mr. Davis was reporting on a survey of guidance programs in schools for the blind, and I would like to quote from his conclusions. He said: "The schools should provide counseling and training to insure good academic education, effective handwork training and proper habits of work. They should include training to adjust the individual socially and to correct, as far as possible, objectionable habits and mannerisms. They should develop in the students a proper attitude toward blindness, and a clear understanding of the fact that society has been developed for the seeing—they must adjust to the sighted world."

Mr. Davis also inferred that rehabilitation should assume the responsibility for vocational counseling on a cooperative basis with the school; and that such a cooperative program should be instituted as early as possible, but no later than the junior year in high school.

What kind of a program does Perkins School for the Blind offer? At Perkins, we believe that guidance is a continuing program throughout a pupil's

school career. Any child needs to make a continuing series of adjustments during his school years, but the problem is intensified for the blind child, whether he is in a residential or a public school program. The blind child needs not only to make the normal developmental adjustments, but he must do so while he is obtaining and internalizing a realistic appraisal of his handicap and the limitations it places upon him. He must adjust to the seeing world with an accurate concept of himself in relation to that seeing world, because he must live out his life as a blind member of the seeing world. As a consequence the school program should help the child with his adjustment problems all the time that he is in school.

Most, probably all, schools for the blind have been helping blind children with their adjustment problems without a specific program of guidance. We at Perkins felt that we had been doing just that sort of thing, but we felt that we were not doing it well enough. There were too many "misses" on the "hit-or-miss" basis, and too many situations became critical that could have been helped before the critical stage if a clearly defined program had been functioning. Therefore, a program of guidance was established that we feel is working effectively. A guidance counselor, a counseling psychologist, was added to the staff; and a guidance committee was established, consisting of the director, the principal, the guidance counselor, the social

Mr. Davis is head of the department of psychology and guidance at Perkins School for the Blind, Watertown, Mass. His paper was presented at the meeting of Group G at the 1957 AAWB convention in Chicago.

worker, and the head of the deaf-blind department.

Staff Functions Outlined

The guidance counselor, with responsibility only to the director, provides counseling service to the pupils and consultative services to the school staff. He is directly available to the pupils who have problems that are personal in nature, and he is a referral source for problems that arise from within the academic or social-living program of the school. He also carries the supervisory responsibility for the testing and research programs. Individual problems that arise within the academic program are referred to him through the principal, and problems that are personal in nature are referred by any staff member. He is responsible only to the director in order that the removal of the aura of discipline, implicit in a principal's office, may give the pupils a feeling of freedom to discuss their personal affairs without fear of punishment.

The principal's role is traditional with, perhaps, a greater understanding than formerly of the individual personal needs of the child who is having difficulty in the classroom or cottage. He retains most of the educational counseling responsibilities, utilizing the results of an extensive mental testing program to assist him in the counseling situation.

The social worker is the important link between the home and the child, and her services are invaluable to the guidance program. Also, she is the source for medical histories and medical referrals so that the guidance committee has a clear picture of a child's physical condition at all times.

The head of the deaf-blind unit makes a valuable contribution through his knowledge of the areas of deafness and the hard-of-hearing. Also, his

pupils have special problems to be considered.

The guidance committee meets once a week to consider problems that have been observed or reported in the classroom, playground or cottage. At the time of its inception the committee dealt mainly with cases that were critical in nature. I feel that it is a good evaluation of the program to note that today most of the cases considered are in the incipient stage before they have become critical. The structure of the committee makes it possible to get a complete picture of a case so that the most effective measures, whether preventative or therapeutic, may be taken. Depending upon the particular case, the corrective steps may be taken in the classroom, in the cottage, through counseling, through home visitation or by referral for medical therapy or psychotherapy. (We feel that psychotherapy that is reconstructive in nature should be carried on outside the school with the school making every effort possible to assist it. Non-reconstructive psychotherapy is carried on by the guidance counselor in consultation with a psychiatrist.)

Handling Individual Cases

When cases arising in the classroom or cottage are brought to the attention of the principal, he frequently calls a preliminary meeting attended by all staff personnel who have regular contact with the pupil plus the guidance counselor, the social worker and the consulting psychiatrist. The discussion at this initial meeting generally provides a great deal of valuable diagnostic material and, when followed up after the case has been discussed by the guidance committee, gives the staff considerable support in their work with the child. An added value derived from the preliminary meeting is that, without the larger size of a teacher's meet-

ing, it has stimulated interest in the guidance process so that the staff is now aware of and more effectively recognizing the types of pupil problems that need to be helped.

It is our feeling that this program is effective and that when our pupils reach high school they have a sufficient degree of maturity that permits vocational planning on a realistic basis. It is true that a few more years will be necessary for a full evaluation of the program, because those pupils who were in the early years of school when the program was initiated are now in junior high school.

In closing may I comment that vocational counseling and planning are carried on with the close cooperation

of the state rehabilitation counselors. The contacts with the rehabilitation counselors may be made at any time during the first years of high school, and the counseling becomes intensified during the latter half of the junior year. The result of this part of the program is that graduates are being placed soon after graduation with a much shorter time lag between graduation and job than there had been formerly. The major need that we in guidance in the schools would like to have filled is a compilation of all types of occupations in which blind people are employed. Once this need has been filled, guidance work with the blind can be equated with guidance work with the seeing.

"National Survey of Personnel Standards and Personnel Practices in Services for the Blind, 1955"

MARGARET L. PLUNKETT, Ph.D.

THE BUREAU OF LABOR STATISTICS has recently issued a report* based on its survey of paid professional, administrative and technical personnel in work with the blind in the United States, and of the agencies that employ them. This study was made under a contract with the American Foundation for the

Dr. Plunkett is Labor Economist, Division of Manpower and Employment Statistics, Bureau of Labor Statistics, Washington.

** Two vols. Text 150 pp., including 103 tables and Appendix including job descriptions, agencies surveyed and questionnaires used. Available from B.L.S. or American Foundation for the Blind, 15 West 16th Street, New York 11, N. Y. A seven-page article, containing six tables, appears in the Monthly Labor Review for July, 1957. Reprints available from B.L.S.*

Blind, a national research and consultative agency devoted to expanding knowledge about and improving services to blind persons.

Under the definitions of coverage used there are some 400 private and public agencies that either devote themselves exclusively to work with the blind or, in the case of a number of public agencies, employ specialized personnel to furnish services to blind individuals. These agencies employ an estimated 4,500 professional, administrative and technical personnel. Excluded from the survey were those public agencies, mainly state agencies, which, although they provide some services for blind individuals, render

services to them through their general staff.

Of the 400 agencies canvassed, 181 were voluntary, or private, and 219 were public. Eighty per cent responded, the greatest non-response being among the smaller private agencies. Nearly 3,200 individual staff members, or 70 per cent of the estimated universe, filled out and returned questionnaires, with the lowest response coming from the residential schools, Veterans Administration hospitals and voluntary agencies as a group. Even in these categories, however, two-thirds of the employees replied.

Public agencies account for two-thirds of the more than 7,000 paid employees of all kinds in work for the blind reported by the 318 cooperating agencies, and for about three-fourths of their 3,948 professional, administrative and technical staff members. Although public agencies use only insignificant numbers of unpaid volunteers, private agencies apparently rely very heavily on them. Detailed data in the report relate, however, only to paid workers.

Age and Sex

Over four-fifths of the paid professional, administrative and technical workers were between twenty-five and sixty years of age; over half were under forty-five. Women constituted just under 60 per cent of the workers covered, or twice the proportion of women in the United States labor force in 1955. The high proportion of women is accounted for by the large numbers of teachers and housemothers in residential schools, and by their predominance in the occupations of social casework and home teaching. Non-whites made up only about 6 per cent of all workers studied.

Thirty per cent of the workers participating in the survey had some form

of visual handicap. Half of these, or 460, were totally blind. The incidence of all types of visual handicaps was considerably higher among the professional workers than among the administrative and technical—35 per cent compared with 20 per cent. The great majority of all blind or otherwise visually handicapped workers have had such impairments from infancy or youth.

Education

Over one-fifth of the reporting workers had a bachelor's degree, another 31 per cent had received additional academic degrees or had had some graduate work, and another 6 per cent had had some kind of technical training beyond high school. Twenty-three per cent had had no college training at all. As might be expected, a higher proportion of employees with bachelor's degrees was found among the younger workers. Among degree holders, the men had somewhat better education than the women. The higher proportion of women than men with no college is probably accounted for by the numbers of housemothers whose highest education was predominantly at the high school level.

Occupations

One hundred distinct occupations were developed from the almost 300 job titles reported, and there were sufficient employees in 69 of them to warrant separate presentation of data. The most important occupations numerically were teachers, social caseworkers, home teachers, vocational counselors, agency directors and houseparents. Totally blind employees were concentrated in most of these same occupations.

Wages

Two sets of wage data were collected

—annual salary ranges by occupation from the agencies and actual monthly earnings as of September, 1955, from reporting employees. Teachers' salaries were adjusted so that when multiplied by twelve they would produce an annual figure comparable with annual earnings in the other occupations. The median monthly earnings of professional workers was \$301, irrespective of maintenance, with 6 per cent earning \$500 or more per month. Among the more important professional occupations, casework supervisors, placement workers and vocational counselors were the highest paid. The median earnings for administrative personnel were much higher—\$465 per month, with 46 per cent earning \$500 or more. Technical workers had the lowest median—\$234—but this figure is heavily influenced by the large number of housemothers whose median earnings were only \$162. Almost 60 per cent of these housemothers, however, received maintenance in addition to cash salary. The highest paid technical workers were the guide dog trainers, with median earnings of \$378, in addition to maintenance. About one-fourth of all workers got some, or full, maintenance. These were concentrated in the residential schools. The median work week was forty hours, but housemothers typically worked fifty hours or more on a regular basis.

Agency Services

Fifty distinct kinds of services were offered by the agencies studied. Among the principal ones were medical diagnosis, counseling of parents of blind children, distribution of braille and talking books, and home teaching services. The most significant vocational services are evaluation, counseling and training and the operation of

sheltered workshops. Educational services are provided principally by the residential schools, but by 1955 some public school systems in eighteen states had established programs of education of blind with sighted children.

Over three-fourths of the agencies serve the multi-handicapped blind, mainly the deaf and/or crippled. About the same proportion of the agencies employ handicapped personnel, principally those with a visual disability.

Fringe Benefits

In addition to reporting salary ranges (not presented in this article) agencies reported their policies on "fringe benefits." Only five of 304 reporting on this point did not contribute to a retirement plan. The most significant single fact is that all the private agencies have elected to come under the OASI system and that one-fourth of them contribute to some private plan as well. Only 5 per cent of the agencies do not provide paid vacations after one year of service. The most common vacation period was two weeks after one year of service. The median number of paid holidays was seven in private and ten in public agencies. Over one-fourth gave eleven or more and about 10 per cent gave less than six.

Ninety per cent of the agencies make some provision for paid sick leave, almost half providing twelve days or less, one-fourth more than twelve, and 19 per cent grant sick leaves on an individual basis. It is among the small private agencies where the "no paid sick leave" policy is concentrated, as well as the policy of dealing with illness on an individual basis. Employer contributions to group hospitalization were made by only 14 per cent of the 306 agencies reporting on this point.

Revision of the

STANDARD CLASSIFICATION OF THE CAUSES OF BLINDNESS

BETWEEN THE YEARS 1920 and 1930 statistical studies of the causes of blindness based on diagnostic information from the records of persons receiving aid to the blind were made in three states—Missouri, Colorado and Illinois. In 1924, Drs. Conrad Berens and LeGrand H. Hardy, with a grant from the National Society for the Prevention of Blindness, also made a statistical study of the causes of blindness, their study being based on ophthalmic diagnoses of patients at New York Eye and Ear Infirmary. Unfortunately, the data of these and other similar studies could not be combined or effectively compared because each study used a different scheme of classification of causes.

In 1930 the American Foundation for the Blind and the National Society for the Prevention of Blindness jointly appointed a Committee on Statistics of the Blind and requested that it study the problems of statistics relating to blindness and make recommendations for the improvement of such statistical data. The members of the Committee were Conrad Berens, M.D., Lewis H. Carris, Ralph G. Hurlin (chairman), Robert B. Irwin, C. Edith Kerby, Evelyn C. McKay, Bennet Mead, B. Franklin Royer, M. D., and Stetson K. Ryan. Among the early accomplishments of this Committee was the drafting of a scheme of classification of

causes of blindness which distinguished and utilized separately the two elements of the complete diagnosis of an abnormal eye condition, namely, the pathological information concerning the site and nature of the condition and information concerning the etiological or underlying causal factor. The Committee recommended adoption of the twofold classification as a means of obtaining comparable information from studies made at different times and different places, and also as a means of increasing and systematizing statistical information concerning known etiological factors, for which there was, and still is, great need for use in formulating and administering programs for the prevention of blindness.

The Committee made immediate use of its classification by initiating a series of annual compilations of statistics of the causes of blindness among children in schools and day classes for the blind. The first of these studies provided statistics for the school year 1932. These compilations have been continued for subsequent years at the National Society for the Prevention of Blindness under the direction of C. Edith Kerby.

In first publishing the proposed standard classification, the Committee recognized that its plan would require reconsideration and revision from time to time. In 1940 the Bureau of Public

Assistance of the Federal Security Agency adopted the classification for use in a series of statistical studies of causes of blindness to be made under its auspices by state agencies administering aid to the blind which were able and willing to participate. In preparation for this series of studies, the Committee on Statistics of the Blind made its first revision of the classification, and issued a manual to assist in its use.

The classification was adopted in principle by the Pan American Association of Ophthalmology in 1948, and by the International Association for the Prevention of Blindness in 1950.

Because of new knowledge concerning some eye conditions causing blindness, and especially because of the desirability of including in the list of specified causes some which, though not frequent in this country, are of great importance elsewhere, a further revision of the classification has recently

been made. In re-examining the plan for this revision, the Committee on Statistics of the Blind has corresponded with interested ophthalmologists in numerous countries, inviting them to propose needed changes in the classification. The Committee wishes to acknowledge the receipt of many helpful responses to this invitation, and particularly the advice of Arnold Sorsby, M. D., who over many years has engaged in statistical studies of the causes of blindness in Great Britain. The revised classification as adopted by the Committee is presented in the following pages.

The present members of the Committee are: M. Robert Barnett, Conrad Berens, M. D., Virginia S. Boyce, Gabriel Farrell, Franklin M. Foote, M. D., Marta Frankel, M. D., Trygve Gunderson, M. D., Ralph G. Hurlin (chairman), Nathaniel J. Raskin, and Carl E. Rice, M. D.

Standard Classification Of Causes Of Blindness 1957 Revision

Recommended by Committee on Statistics of the Blind

I. BY SITE AND TYPE OF AFFECTION

EYEBALL IN GENERAL

- 110 Glaucoma (excluding infantile)
- 130 Panophthalmitis and acute endophthalmitis
 - Structural anomalies:
- 140 Malignant myopia
- 141 Albinism
- 142 Anophthalmos (excluding surgical)
- 143 Megalophthalmos (infantile glaucoma)
- 144 Microphthalmos
- 145 Aniridia
- 146 Coloboma, any part (excluding surgical)
- 147 Multiple structural anomalies
- 148 Other structural anomalies, specified
- 149 Structural anomaly, not specified
 - General degenerative changes:
- 151 Disorganized eyeball (atrophic globe, phthisis bulbi)

- 158 Other general degenerative change, specified
- 159 General degenerative change, not specified
- 180 Other general affection of eyeball, specified
- 190 General affection of eyeball, not specified

CORNEA

- Keratitis:
- 311 Interstitial keratitis
- 312 Phlyctenular keratitis (keratoconjunctivitis)
- 313 Ulcerative keratitis
- 314 Sclerosing keratitis
- 315 Hypopyon with keratitis
- 318 Other keratitis, type specified
- 319 Keratitis, type not specified

- 320 Corneal dystrophy degeneration
- 330 Megalocornea
 - Vascularization:
- 351 Vascularization with ulceration
- 352 Vascularization without ulceration
- 359 Vascularization, ulceration not specified
- 360 Keratomalacia
- 370 Keratoconus
- 380 Other affection of cornea, specified
- 390 Affection of cornea, not specified

CRYSTALLINE LENS

- 410 Cataract
- 420 Dislocated lens
- 480 Other affection of lens, specified
- 490 Affection of lens, not specified

UVEAL TRACT

- 510 Iritis
- 520 Iridocyclitis and uveitis
- 530 Kerato-iritis
- 550 Choroiditis
- 560 Chorioretinitis
- 580 Other affection of iris, ciliary body or choroid, specified
- 590 Affection of iris, ciliary body or choroid, not specified

RETINA

- 610 Retinitis or retinopathy

- 620 Retinal hemorrhage
- 630 Retrolental fibroplasia, retinopathy of prematurity
- 640 Detached retina
- 650 Retinitis pigmentosa
- 660 Macular degeneration
- 670 Other retinal degeneration
- 680 Other affection of retina, specified
- 690 Affection of retina, not specified

OPTIC NERVE, OPTIC PATHWAY, AND CORTICAL VISUAL CENTERS

- 710 Optic nerve atrophy
- 720 Optic neuritis (papillitis)
- 730 Papilledema (choked disc)
- 740 Neuroretinitis
- 750 Retrobulbar and intra-cranial lesions
- 780 Other affection of optic nerve, specified
- 790 Affection of optic nerve, not specified

VITREOUS

- 310 Vitreous hemorrhage
- 880 Other affection of vitreous, specified
- 890 Affection of vitreous, not specified

SITE NOT SPECIFIED

- 980 Ill-defined lesion, specified
- 990 No report on site and type of affection

II. BY ETIOLOGY

INFECTIOUS DISEASES

- 11.0 Diphtheria
- 12.0 Gonorrhea, excluding ophthalmia neonatorum
- 13.0 Measles
- 14.0 Meningococcal meningitis
 - Ophthalmia neonatorum resulting from:
- 15.1 Gonorrheal infection
- 15.8 Other infection, specified
- 15.9 Type of infection not specified
- 16.0 Scarlet fever
- 17.0 Septicemia
- 18.0 Smallpox
 - Syphilis:
- 19.1 Prenatal syphilis
- 19.2 Syphilis acquired after birth
- 19.9 Pre- or postnatal syphilis not specified
- 20.0 Trachoma
- 21.0 Tuberculosis
- 22.0 Typhoid fever
- 23.0 Rubella
- 24.0 Onchocerciasis

- 25.0 Toxoplasmosis
- 26.0 Brucellosis
- 27.0 Leprosy
- 28.0 Other infectious disease, specified
- 29.0 Infectious disease not specified

TRAUMA

- 30.0 Chemical causing burn
 - Radiation:
- 31.1 Infrared
- 31.2 Gamma
- 31.3 Neutron
- 31.9 Type not specified
- 32.0 Other object or substance causing burn
- 33.0 Firearm using explosive
- 34.0 Airgun, slingshot, etc.
- 35.0 Fireworks (any type)
- 36.0 Other explosive
- 37.0 Sharp or pointed object
- 38.0 Blow or fall
- 39.0 Foreign body in eye
- 48.0 Other agent or source, specified
- 49.0 Agent or source not specified

51.0 Methyl alcohol
52.0 Dinitrophenol
53.0 Lead
54.0 Quinine
55.0 Excessive oxygen
58.0 Other poison, specified
59.0 Kind of poison not specified

61.0 Retinoblastoma
62.0 Melanosarcoma
68.0 Sarcoma, other types
69.0 Neoplasms, type not specified

- 71.0 Anemia and other blood disease
- 72.0 Diabetes mellitus
- 73.0 Nephritis and other kidney disease
- 74.0 Vascular disease (including arterio-sclerosis and other cerebro-vascular lesions)
- 75.0 Multiple sclerosis
- 76.0 Disease of pregnancy
- 77.0 Nutritional deficiency
- 78.0 Other diseases not elsewhere classified, specified
- 79.0 General disease not elsewhere classified and not otherwise specified

81.0 Genetic origin, established by family history

82.0 Genetic origin, presumed

89.0 Prenatal influence, cause not specified

91.0 Unknown to science
92.0 Evidence insufficient for diagnosis
99.0 No report on etiology

.00 Birth process
.01 Occupational activity
.02 Household activity
.03 Play or sport
.04 Traffic or travel
.05 Military activity
.08 Other activity, specified
.09 Activity not specified

Write us for our price list.

POST OFFICE ACCEPTS NFB DECLARATION

Probe of Greeting Card Mailings Indefinitely Postponed

PROCEEDINGS IN THE matter of the complaint by the U. S. Post Office Department against the greeting card mailings of the National Federation of the Blind have been indefinitely postponed, according to information received from the Department's Washington office. Official orders dated August 5 and August 15 indicate the willingness of the Post Office Department to accept an "affidavit of voluntary agreement" filed with it in May by Federated Industries of St. Louis, commercial mailing firm, and the Federation.

The action by the Post Office Department, while it cannot be interpreted as an endorsement of the use of unordered merchandise as a fund-raising device nor as official approval of the Federation itself, nevertheless has the effect of relieving the Federation of the original order to cease and desist from the use of the mails for that purpose. Acceptance was based upon the declaration by the parties involved in the greeting card promotion that certain requirements

will be observed with regard to accuracy of content of accompanying literature, maintenance of reasonable profit practices, complete responsibility of the Federation for the promotion, and normal adherence to rules of public audit. It is clear that the action of the government in this case will be of considerable interest to all charitable organizations, both in and out of services to the blind, who now use or who may be considering adopting unordered merchandise as "gimmicks."

The *New Outlook* for May published in full the content of the original charge by the government against the Federation's mailing activity, and also published the full text of the organization's response. Photostatic copies of the documents which are the basis for this report have been received. The full text of the affidavit and a first order and a second order are printed in the following pages in the interest of complete reporting of the details of the conclusion of these proceedings.

POST OFFICE DEPARTMENT WASHINGTON, D. C.

In the Matter Concerning
BERNARD GERCHEN, and
NAT ROSENBLUM, doing business as
FEDERATED INDUSTRIES,
at
St. Louis, Missouri
and
THE NATIONAL FEDERATION OF THE BLIND
at
Madison, Wisconsin

H. E. Docket No. 4/193

AFFIDAVIT

The undersigned, Bernard Gerchen and Nat Rosenblum, owners of Federated Industries, at St. Louis, Missouri (hereinafter called "Federated"), and Jacobus tenBroek and George Card, President and First Vice President respectively, of the National Federation of the Blind (engaging in the use of the mails at Madison, Wisconsin, and hereinafter called "N.F.B."), each being first duly sworn says:

With a view to obviating the necessity for further proceedings in the above-mentioned matter, it is voluntarily agreed:

1. The enterprise referred to in the Complaint heretofore filed by the Assistant General Counsel, Fraud and Mailability Division, Post Office Department, shall be at all times conducted in accordance and in compliance with the following principles:

a. That the advertising and solicitation materials for the NFB that accompany any package of greeting cards or other merchandise offered for sale through the mails by this enterprise, contain:

(i) An accurate disclosure of the principal activities and purposes of NFB and of its affiliated organizations;

(ii) An adequate description of the extent of direct aid and assistance given by NFB to individual blind persons;

(iii) An explanation in the principal letter of solicitation that NFB being an organization of the blind is distinct from other national organizations that conduct programs concerning the blind and a disclosure of the existence of such other organizations;

(iv) An indication that a commercial concern is engaged by NFB by contract to conduct and to participate in the enterprise through the mails;

(v) A statement in the principal letter of solicitation of the amount of money, or proportion of profit that is directly retained by NFB out of the purchase price paid per unit for the greeting cards or other merchandise.

b. That the following specified understandings arrived at by contract running between Federated and NFB shall be continued:

(i) The NFB shall help devise and shall approve the content of all advertising and solicitation materials that accompany any package of greeting cards or other merchandise offered for sale through the mails by the enterprise.

(ii) The NFB shall approve the price at which any greeting cards or other merchandise may be offered for sale through the mails.

(iii) The mailing list developed through the sale of greeting cards or other merchandise is and shall be the property of NFB and shall be used exclusively as directed by NFB.

(iv) The NFB shall receive, handle and process all remittances received from the public by said enterprise.

(v) Pursuant to said contractual agreement the monies retained by NFB are not subject to any liability incurred by Federated in the enterprise and NFB shall neither contribute to nor compensate Federated for any merchandise not returned, not sold, or sold at less than the approved asking price.

(vi) Any remittances over and above the approved per unit asking price are deemed donations to NFB. Federated has no part or share therein, and Federated's receipts from the enterprise are in no manner increased by any such donation made to NFB.

(vii) The fiscal year profit of Federated and its owners derived from the enterprise is subject to a ceiling limitation, whereby the total fiscal year profit of Federated is less than the total fiscal year monies, exclusive of donations, retained by NFB, and shall not exceed a reasonable business profit.

(viii) The financial records of Federated are open to examination by NFB, and an independent audit thereof by a public accountant may be made at the end of any fiscal year or other regular accounting period at the sole discretion of the appropriate officials of NFB.

2. The acceptance of this Affidavit by the Assistant General Counsel, Fraud and Mailability Division, Post Office Department, shall not be construed as an approval of any business which affiants have conducted or shall hereafter conduct under the names set forth in the caption hereof, or any other name or names; nor shall the filing of this Affidavit act as a defense to relieve the affiants, either severally or jointly, from full responsibility for conformance with the postal or any other statutes, but the filing hereof shall not be construed to be an admission that the postal statutes invoked in the Complaint or any other statutes have been violated.

3. It is expressly understood and agreed that if the said Assistant General Counsel, Fraud and Mailability Division, Post Office Department, receives evidence showing that an enterprise in violation of this Affidavit is being conducted through the mails by and between the parties signatory hereto, under the above names or any other name or names, said official may call upon NFB or Federated, or both, to produce such evidence as shall be material to establish compliance with the principles hereinabove enumerated, and in such event NFB or Federated, or both, shall make available any and all such evidence in such form and manner, and at such time and place, as said Assistant General Counsel may reasonably designate; and, if in his discretion the circumstances so require, said official may move to reopen the proceedings herein and have the matter be reinstated to the Hearing Docket upon due notice to NFB and Federated.

FEDERATED INDUSTRIES
(Federated)

BY: *Bernard Gerchen* (Notarial Seal)
And: *Nat Rosenblum* (Notarial Seal)

THE NATIONAL FEDERATION OF THE BLIND
(NFB)

BY: *Jacobus tenBroek* (Notarial Seal)
And: *George Card* (Notarial Seal)

Under date of August 5, 1957, Edward Carlick, Hearing Examiner in the Post Office Department Office of the Chief Hearing Examiner, issued an Order as follows:

ORDER

The Complainant having accepted an affidavit of discontinuance from the Respondent, also executed by the intervening Respondent, which has been filed and is hereby made a part of the record, it is ordered that further proceedings in this case be indefinitely postponed.

(Signed) *Edward Carlick*
Hearing Examiner.

Under date of August 15, 1957, another Order was issued from the same office as follows:

ORDER

The order dated August 5, 1957 is amended to the extent that the words "affidavit of discontinuance" be substituted by the words "affidavit of voluntary agreement."

(Signed) *Edward Carlick*
Hearing Examiner.



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AFB

scholarships and fellowships

TWENTY SCHOLARSHIPS in the amount of \$500 each have been awarded for the current school year by the American Foundation for the Blind. These are annual awards, granted in the past thirty years to more than 250 worthy blind graduate students (in a few cases, to undergraduate students). Certain eligibility requirements must be met by applicants to merit the awards. Persons wishing to apply for a scholarship should write for particulars to the American Foundation for the Blind, 15 West 16th Street, New York 11, N. Y.

This year's scholarships went to twenty students from eleven states and the District of Columbia. Nineteen went to graduate students. Twelve are renewals of grants previously made to: James J. Barnes, St. Paul, Minn.; Sylvester Bradford, New York, N. Y.; Geraldine Graham, Washington, D. C.; Nolan D. Kaiser, Ann Arbor, Mich.; George H. Kettell, Philadelphia, Pa.; Vernon M. Lee, Ft. Pierce, Fla.; Arthur L. Miller, Landis, N. C.; Oral O. Miller, Ashland, Ky.; Marie Morrison, Baton Rouge, La.; William Pickman, Bronx, N. Y.; Bette White, Buffalo, N. Y.; Alexander W. Zazow, Philadelphia, Pa. Eight new scholarships were granted to: Leon D. Derene, Brooklyn, N. Y.; Juanita L. Hall, Detroit, Mich.; Thomas W. Lucik, Endwell, N. Y.; Rudolph V. Lutter, Philadelphia, Pa.; Robert C. Stewart, Austin, Tex.; Lester J. Turk, Port Huron, Mich.; Adranne

Newman, Havre, Mont.; Walter Woitasek, Naugatuck, Conn.

The vocational objectives of the twenty scholarship students are quite varied, and are as follows: college teaching (7), law (3), psychiatric social work (2), clinical psychology (2), rehabilitation counseling (3), social case-work (1), chiropractic (1), and the ministry (1).

Last Year's Students

Of the ten scholarship students who completed their work last year: Nancy Barlow completed the home teacher training course at Overbrook and has a position in Chester, Pa.; Paul Behn completed his teacher training at Florida A & M University; Marcialito Cam was awarded the master of social service degree by Adelphi College; Ann Cavas received an A.M. degree at the University of Michigan; Sharon Cromeenes completed the requirements for the master's degree in rehabilitation counseling at the University of Colorado, and returned to his state position in Montana; Merle Johnson completed his social work training at the University of Minnesota and accepted a position in St. Paul; Morgan Jones completed the course work for his Ph.D. degree in linguistics at the University of Michigan and resumed his work in Puerto Rico; Lillian Knoll was awarded a master's degree by Columbia University; Eleanor Reeves received the

master of social work degree at the University of Connecticut and Jean Sullivan was awarded the M.S. degree by the New York School of Social Work.

The first group of ten fellowships to be awarded by the American Foundation for the Blind for training for professional service in agencies for the blind are being utilized during the current academic year.

These fellowships, in the amount of \$1,500 each, were established to help public and voluntary agencies to recruit trained personnel, in view of the present shortage of qualified social workers in work for the blind.

The fellowships may be used for first or second year of work for the master's degree or for work toward the doctoral degree in an accredited school of social work. Detailed information about the fellowships can be obtained by writing to Alexander F. Handel, American Foundation for the Blind.

Current Fellowship Students

The ten individuals currently studying under this plan are here listed:

Clarence D. Coleman, Atlanta, Ga. School: Atlanta University School of Social Work, 1947, M.S.W. degree. Will attend the New York School of Social Work, where he is enrolled for the third year program. Since 1947 Mr. Coleman has been associated with the Atlanta Urban League, of which he is now associate director. He has also been affiliated with the Metropolitan Atlanta Association for the Blind, which he served in a voluntary capacity as program consultant and also as secretary for the board of trustees. While in the Army he was recreation supervisor and instructor in a special training unit. He is particularly interested in the fields of social research, program development, community interpretation and social action which will permit services for the blind to become more

effective. Mr. Coleman is forty years old, is married and has three children, aged twelve, ten and seven.

Lorene Gibson, Waldron, Ark. School: University of Arkansas, A.B. degree. Will attend the George Warren Brown School of Social Work, Washington University, St. Louis, Mo. She has been employed as a caseworker with the blind at the State Board of Vocational Rehabilitation in Little Rock, Ark., and is presently on educational leave from that organization. Miss Gibson has a visual handicap.

Una Helen Guillot, Lafayette, La. School: Louisiana State University, A.B. degree. Also has home teacher's certificate from the Pennsylvania Institution for the Instruction of the Blind. She will attend the School of Social Work, Tulane University, New Orleans. Miss Guillot has been employed as a home teacher for the blind with the Louisiana Department of Public Welfare in Baton Rouge, and will be on educational leave. She feels that the program of a home teacher has changed considerably since she entered the field; formerly emphasis was on developing crafts, but is now focused on a total program of service to blind people which will aid them in their adjustment to everyday living. She further explains that with the emphasis being placed on the team approach in the vocational rehabilitation program, she will be able to make a greater contribution as a result of her professional training. Miss Guillot has a visual handicap.

Judith Beebe Inabinet, Myrtle Beach, S.C. School: Winthrop College, 1953, A.B. degree. One year of graduate study at the University of Tennessee School of Social Work in 1954; she will return there as a full time student to complete her graduate training. Miss Inabinet has been employed as a caseworker for the blind with the North Carolina State Commission for the Blind, and

will be on educational leave while she is at school this year. She is twenty-six years of age and is blind.

Laura McCarty, Phoenix, Ariz. School: Southwest State College, Weatherford, Okla., A.B. degree in social science and mathematics. She has had one year of graduate training at the School of Social Work of the University of Texas, and will return there to complete her graduate study. Miss McCarty brings to her graduate work experience in the fields of casework and rehabilitation. She is presently chief of rehabilitation and blind services of the Arizona State Department of Public Welfare in Phoenix.

Eva Vázquez Rivera, Santurce, Puerto Rico. School: University of Puerto Rico, A.B. degree. She has taken graduate courses at the University of Puerto Rico School of Social Work; will now attend as a full time student. Miss Vázques has had the experience of paid professional worker with the Bureau of Institutions, Department of Health, in Santurce. She hopes to be able to work with blind people in such a way that they can be fully integrated into the community. Miss Vázquez is twenty-seven years of age and is totally blind.

Donna Lou Starr, Chagrin Falls, Ohio. School: Capital University, Columbus, Ohio, 1956, A.B. degree. She has had one year of graduate study at Western Reserve University, School of Applied Social Science; will now complete her last year. She is studying casework and expects to be working with blind people in vocational rehabilitation. Miss Starr had an opportunity to work with blind people during the summer of 1955 when she was a counselor at a camp under the auspices of the Cleveland Society for the Blind. She has been interested in social work since high school days. At the time of her graduation from high school her father lost his sight and this turned

her interest toward working with blind people. Miss Starr is twenty-three years of age.

Patricia Stone, Winston-Salem, N. C. School: Madison College, Harrisonburg, Va., 1940, B.S. degree. She has also had six months of graduate study at the School of Social Work of the University of North Carolina. She will attend the School of Applied Social Science of Western Reserve University in Cleveland, Ohio, as a second year student. Miss Stone has been employed as a caseworker for the blind with the Forsyth County Welfare Department of the North Carolina Commission for the Blind, and will be on educational leave. She feels that in order to work more adequately with her clients and give them better service it is essential that she have further graduate training. Miss Stone has a visual handicap.

George Calvin Swilley, Madison, Fla. School: Florida A & M University, 1956, A.B. degree. Will attend Atlanta University School of Social Work. Mr. Swilley expects to specialize in group work in order to work with blind people in integrating them in normal group living. Since his graduation from college he has been temporarily employed at the Lighthouse for the Blind in Miami, Fla. He is thirty-two years old and is totally blind.

Rose Alice Terry, Flint, Mich. School: Michigan State University, 1945, A.B. degree. She has had one year of graduate study at the University of Michigan School of Social Work; will return there to complete her graduate training. She is at present employed as a home teacher for the blind with the Division of Services for the Blind of Michigan, and will be on educational leave. Upon completion of her graduate training she expects to continue working as a home teacher. Miss Terry, who is thirty-four years old, is totally blind.

Hindsight

By M. Robert Barnett

WHO'S SELLING WHAT?

I had the honor to address the annual convention of the New York State Federation of Workers for the Blind in September. The meeting was at Elmira, New York, and the topic assigned to me was the rather difficult question: "Is the Agency Doing a Good Selling Job of the Blind to the Public?" Since I make no secret of a special interest in the subject of publicity and public relations, I have no reluctance whatsoever to recount here in capsule form what turned out to be a rather long-winded speech.

As surveyed by the American Foundation for the Blind, only 9 per cent of agencies and schools serving blind people in the United States employ full-time public relations personnel. Some have part-time staff, but more than half have none at all. Even though an agency has a responsibility to interpret its program of services to the public, and certainly has a legitimate need to promote community understanding and support, too many of them give this phase of their work either amateur attention or no attention at all. No agency, in my opinion, need apologize for self-serving publicity activity; on the other hand, no agency has a right to label its purely self-serving efforts "public education." It would be a fine thing if all of us would divide our publicity programs on a half-and-half basis — 50 per cent for advertising our agency programs and their services; 50 per cent devoted to unselfish efforts to create a better climate for blind persons in the community.

Five years ago, the Foundation started for the first time in its history a deliberate plan to offer publicity assistance to other agencies serving the blind in the form of tangible kits of materials and cooperative public relations projects. This year shows that we now have had active cooperative ventures with a substantial local agency in forty-two states and in Hawaii. A recent radio broadcast idea secured a promise of nation-wide simultaneous coverage, with no state omitted. Aside from the indirect compliment to the Foundation, this shows definite progress in national ability to mobilize on behalf of the blind. The time may come when that mobilization will really be called upon for matters of importance not yet recognized.

In attempting to answer the question of whether the agency is doing a good job, we took the position that no agency has the privilege or responsibility of "selling the blind." An agency, if you will permit the observation, sells not people but services. It is a prerequisite that the agency has established the need for and effectiveness of its services in a community in the first instance. That being done, then sell that idea and the blind will sell themselves.

MIRROR, MIRROR, ON THE WALL

Most of us are accustomed to the occasional interruptions of meetings in our field by the unexpected and usually ferocious snarls of a couple of guide dogs who can wait no longer to show their mutual dislike. Such outbursts normally are amusing to everyone

except their embarrassed masters or mistresses, but we encountered an incident not long ago that really takes the cake—or should we say the dog biscuit.

It was during a smallish luncheon meeting at the Grosvenor Hotel in New York City, where a group of scholars and practitioners were debating the merits of a proposed intensive study of standards in the home teaching area. A guide dog, quiet until that moment, suddenly filled the temporary silence between speakers with a terrific racket. The pup kept it up for some several seconds despite its mistress' efforts to stop it. Everybody else looked wildly about for the enemy dog that normally would be part of the fracas—but no dog was to be found. Then the chairman found it—a silently snarling adversary—in a full-length mirror.

HONEST, OFFICER . . .

We're always seeking in this field to get the public to treat people who are blind as plain old normal citizens. Here's an incident we picked up in the *New York Post* a few days ago that ought to go far toward that objective—or what do you think?

"From now on I help nobody," said Jacob Greenburg, a bitter man. "I don't care if they're blind or what," he said. "I turn my head away."

The fifty-five-year-old cab driver's troubles started September 9, when he stopped for a red light at Seventh Avenue and Thirty-seventh Street. A young man came up and asked if the cabby would take his blind grandfather to Brooklyn.

"I say 'Sure'," Greenburg told the *Post*, "and get out of the cab. I give the old man a hand. Next thing I know, a cop comes up. He says, 'You're blocking the traffic.' He says 'Get moving.'"

"So I say, 'What's the matter, I'm

helping this blind man.' He says I should move. He says I should move the cab.

"Who can move it? I'm helping the blind man. Next thing I know, he's writing a ticket for obstructing traffic. I get mad. He keeps writing. I get madder. I start shouting. He keeps writing. He says, 'Shut up or I lock you up.' I say, 'Whatta you mean, lock me up?'"

"So he locks me up. He makes the blind man get out of the cab and we go to the station and he locks me up for disorderly conduct. I stood in jail six hours before I got out. Now I had my hearing for disorderly conduct and I'm acquitted. But what hurts me is the blind man never comes forward and offered to help. For three days the cops keep my license, so I can't work, and the blind man never does a thing. That's why from now on I help nobody."

We understand Greenburg still awaited trial on the charge of obstructing traffic when Hindsight went to press. Since this momentous case may have repercussions on the relationships of cab drivers and blind people the world over, Hindsight will do its best to report the ultimate outcome. Meanwhile, I will attempt to avoid Greenburg's cab.

THE CHICKEN OR THE EGG?

We picked this one up from Principal S. E. Armstrong of the Ontario School for the blind in Brantford, Canada.

A small boy was attempting to arrive at some satisfactory philosophy concerning the fact that he was blind. He posed the question to the principal, "Why are there little blind boys?" Almost immediately he brightened as he produced an answer to his own question. "I know," he said. "If there were no little blind boys, who would read all the braille books?"

Current Literature

☆ "Educational Psychology for the Blind" by Arthur H. Bryan. *Science Education*, February 1957. The author tries to illustrate through detailed case studies various problems which confront a blind high school student. He points out the various methods of instruction that have to be adapted to meet the needs of a blind adolescent. He feels that a blind student can handle all subjects with the possible exception of mathematics, which presents certain difficulties requiring individual instruction and methodology.

☆ "The Role of Oxygen in Retrolental Fibroplasia" by Arnall Patz. *Pediatrics*, March 1957. "The results of a controlled nursery study supported by observations of others in both uncontrolled and controlled studies, clearly established the over-use of oxygen in premature nursery as an important and probably the principal factor in the development of retrolental fibroplasia." This is a copy of the E. Mead Johnson Award Address given at the Annual Meeting, October 10, 1956, of the American Academy of Pediatrics.

☆ "General Science for the Blind" by Arthur H. Bryan. *Science Education*, February 1957. The author of this article feels that general science as taught in junior and senior high schools is an ideal subject for those blind students who transfer to public high school from residential schools for the blind. Based on his extensive experience he describes the methods he has found necessary to adapt science instruction to utilize primarily the senses of touch, taste, hearing and smell. Specific directions and examples are furnished for the various areas in science instruction.

☆ "I See with My Ears" by R. A. Conard with Scott Seegers. *Coronet*, August 1957. To a blind man the sounds he hears take on new meaning. His ears tell him with astonishing accuracy many things the eyes can no longer see, and that they never could. The article is written by a man who has been blind for five years.

☆ "Blind Farmers" by Alfred K. Allan. *Today's Health*, August 1957. The story of a number of blind farmers who have made a success of their occupation. They are active in various fields: raising pigs, poultry farming and vegetable growing. There seems to be no special difficulty in using modern farm machinery.

☆ *The Legacy of Holmes and Brandeis* by Samuel J. Konefsky. New York, The Macmillan Company, 1956. This is the latest book published by this blind author before his acceptance of a seat with the Institute for Advanced Study at Princeton University.

☆ "My Guardian Angel" by Hellen Tullis, with Isabella Taves. *McCall's*, September 1957. The "angel" is a Leader dog, Prince, who shared the author's life for many years. A beautiful collie, he guided his master on her trips all over the eastern states, appeared with her on her T.V. shows and became a well-known personage in the city of Baltimore. It seemed a real tragedy when he was killed in an accident.

☆ "Studies Concerning Vestibular Factors in the Ballet Dancer, the Pigeon, and the Blind Person" by Kurt Tschiasny. *Transactions*, American Academy of Ophthalmology and Otolaryngology,

July-August 1957. "Evidently there exists a striking analogy between conditions in the dancer when 'spotting' while spinning and the pigeon's head nystagmus when it is being rotated. . . . It was a challenging problem to determine the part contributed by the laby-

rinth to perrotatory nystagmus in the human." Patients with complete binocular blindness were studied. Some experimentation was also done with persons with monocular blindness where vision was eliminated by blindfolding the sighted eye.

Book Reviews

The War Blind in American Social Structure, by Alan G. Gowman. New York, American Foundation for the Blind, 1957. 237p. \$4. Reviewed by Janice W. Harris.*

INFREQUENTLY IN ANY field there appears on publishers' listings a volume of significance. Dr. Gowman's study of the war blind in the American social structure is clearly of this rarely met calibre. Every sighted or legally blind individual engaged in work for the blind has gains to make in insight and awareness from familiarity with this approach and reflection upon its meaningfulness to action programs. For professional sociologists, social psychologists and social workers, a veritable gold mine of insight into minority group problem areas and of related research suggestions is provided.

The study deals with a minority within a minority: its specific referents are the nonconformist blind individuals who were the product of war injury in World War II and of special post-blindness training for high level functioning in their sighted society. Their nonconformity consists precisely in the will to reject the role of dependent foisted upon them by the sighted

majority, and to seek independence to the limit of individual capacity. Professional and nonprofessional personnel in specialized and nonspecialized agencies serving the blind can learn much from the reading of *The War Blind in American Social Structure*. The hazards to be overcome in community program planning geared to fostering, within the limits of individual abilities, the fullest possible integration of the blinded individual into the sighted society are presented in an enlightening manner.

Essentially, this is a readable book about that segment of society who are blind and are striving to assume independent roles at variance with the stereotyped view of the blind individual as necessarily dependent. Not every chapter, or every page, is of equal interest to workers for the blind. Dr. Gowman has attempted an all but impossible assignment: to address lay and professional public, within or outside of services to the blind, in the same words. He has been amazingly successful, within limits. The remainder of this review is oriented to evaluation of the published study (a reworking of the author's doctoral dissertation at Harvard University) from the standpoint of its value to individuals serving the blind.

It is fitting that Thomas D. Cutsforth should have written the foreword

* Dr. Harris recently completed a special assignment with the American Foundation for the Blind on the coding and interpreting of data in connection with community surveys. She is now on the staff of the Project on Occupational Retirement, Cornell University, Ithaca, N. Y.

to this new landmark in writings in the field. For Dr. Cutsforth's published work has long been among the classics in the field, too seldom read, too oft neglected. His comment on the current volume is, ". . . This is a book that should be studied carefully by teachers and social workers who are dealing with the personality structure of handicapped individuals. . . ." (Foreword, viii).

In this multipurpose volume, the material of gravest consequence to professional and nonprofessional workers for the blind is in the Foreword; Chapter I, Background and Orientation; Chapter II, Blindness and the Military Setting; Chapter V, Strain and Accommodation in the Role of the Blind; Chapter VI, The War Blind View Themselves; Chapter VII, Blindness and the Role of Companion;* Chapter VIII, Exclusion, Mediation and Reciprocity; and Chapter IX, Blindness and the Interactive Process. This is not to recommend skipping, but rather skimming, by those who are familiar with the literature, of Chapters III and IV, on stereotypes and attitudes, respectively. Appendix I, "The Blind in Context: A Brief History," compresses a competent over-view into less than four pages. The reprinted questionnaire in Appendix II is of limited special interest to research people. Appendix III, "Selected Bibliography," has considerable potential for intelligent selective use.

Role theory is the cornerstone in this approach, a familiar concept to the professional social worker, sufficiently elaborated here to convey its essentials to the uninitiated. Society limits the roles accessible to the blind individual. The established limits are a joint product of stereotyping and of attitudes

toward blindness among the sighted. With clarity and incisiveness, Dr. Gowman demonstrates that neither the sighted nor the blind members of society live in a vacuum; the segmented society meets. The interactive process brings to light elements that neither the ordinary life experience of the sighted nor the norms set by the stereotype are prepared to handle.

Conformist behavior is rewarded in any social setting. This is a book about nonconformists: it deals with blind individuals who are fighting for that equality of opportunity which is basic in American thinking. The barrier to be overcome is the stereotyped view of individual potentialities for dependence among the blind. In delineating the conflict situation, there is included an illuminating discussion of "Blindness and the Military Setting" (Chapter II), and a revealing set of quotations from interviews with these nonconformist blind who were products of the military program set up for them. The group, it must constantly be stressed, was *not* a handpicked group. Various intelligence levels, pre-war occupations, and educational and religious backgrounds were represented: blindness incurred in military service in World War II is the cohesive element in an otherwise heterogeneous grouping.

Although Dr. Gowman's statement of the gains and losses of blindness is not new, the clear, tangible exposition¹ of the relativity of some of the so-called gains to the blind individual's disposition to conform to societal demands for dependency or to rebel and strike out for the highest level of independence attainable by him is among the valuable passages of the study. But one might take issue with the categorical assertion² that ". . . Unlike

* Previously published as an article. New Outlook for the Blind, Vol. 51, No. 1, January 1957. pp. 17-25.

¹Pp. 20-22

²P. 51

Uncle Tom, who has his counterpart in Aunt Jemima, the image of the blind is customarily linked to one sex. The blind beggar is always male. There is little need to evolve a stereotype of blind women, since they have traditionally tended to isolate themselves from the larger society. . . ." The blind beggar may always be male in the thinking of the sighted community; but in the interaction process between sighted and blind which the author so aptly portrays, is not the traditional withdrawal of the blind woman a response to stereotyped expectations of 1) the conformity of women, and 2) the life pattern of the blind woman? This is hardly a central point in the author's argument, but it does open up some question areas, one of which might be the author's own stereotypes. Note that Dr. Gowman has, in his "Introductory Approach to Studies on Blindness,"³ openly acknowledged his bias and identified himself with the nonconformist war blind of whom he writes.

In comparing and contrasting the blind and other minority groups in the American culture, Dr. Gowman has

touched briefly on a point which increasingly engages the interest of agencies serving blind individuals. In his own words, ". . . Where blind subcultures do exist, however, they are commonly linked to negative rather than to positive goals. The cohesive forces stem almost wholly from attempts to strike back at members of outgroups who have themselves been traditionally concerned with the blind. Specialized agencies and organizations are increasingly bearing the brunt of these attacks, and gradually the blind are gathering onto themselves a sense of the oppressed minority."⁴

Dr. Gowman's analysis of the nonconformist against a background of role theory and stereotyping contributes to the comprehension of the mechanisms involved. Creative work with this material as background may channel the aggression into activities constructive for the blind individuals and for the agencies. Study of the volume under review can contribute substantially to this end, as indeed to realistic community planning for service to conformist and nonconformist blind individuals.

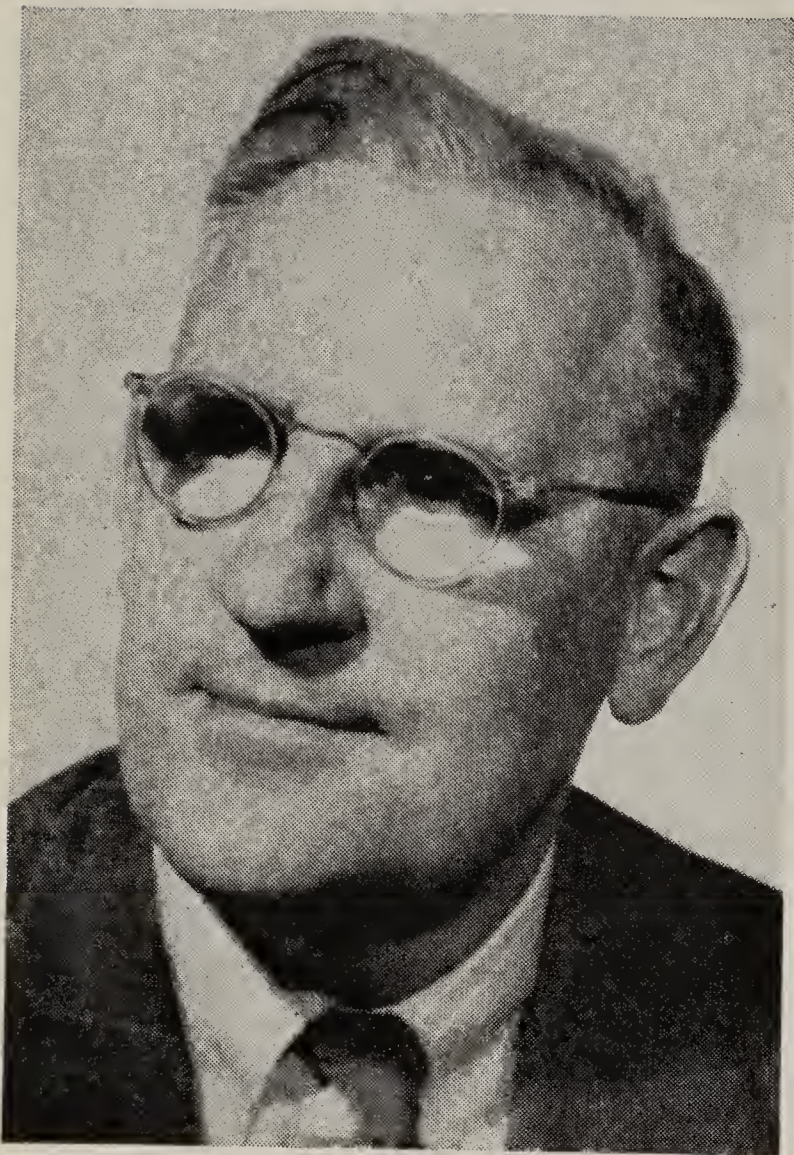
³*Pp. xiii-xv*

⁴*Pp. 52-53*

AAWB SEEKS EXECUTIVE

The American Association of Workers for the Blind, Inc., is accepting applications for the position of Executive Director at a maximum beginning salary of \$6,000. Applicants must have a general knowledge of work for the blind, a comprehensive knowledge of AAWB purposes and experience in the administrative and public relations fields. All applications must be in the office of the American Association of Workers for the Blind by December 1. For further information, contact the president, Hulen C. Walker, 1511 K St., N.W., Washington 5, D. C.

Appointments



Don Donaldson

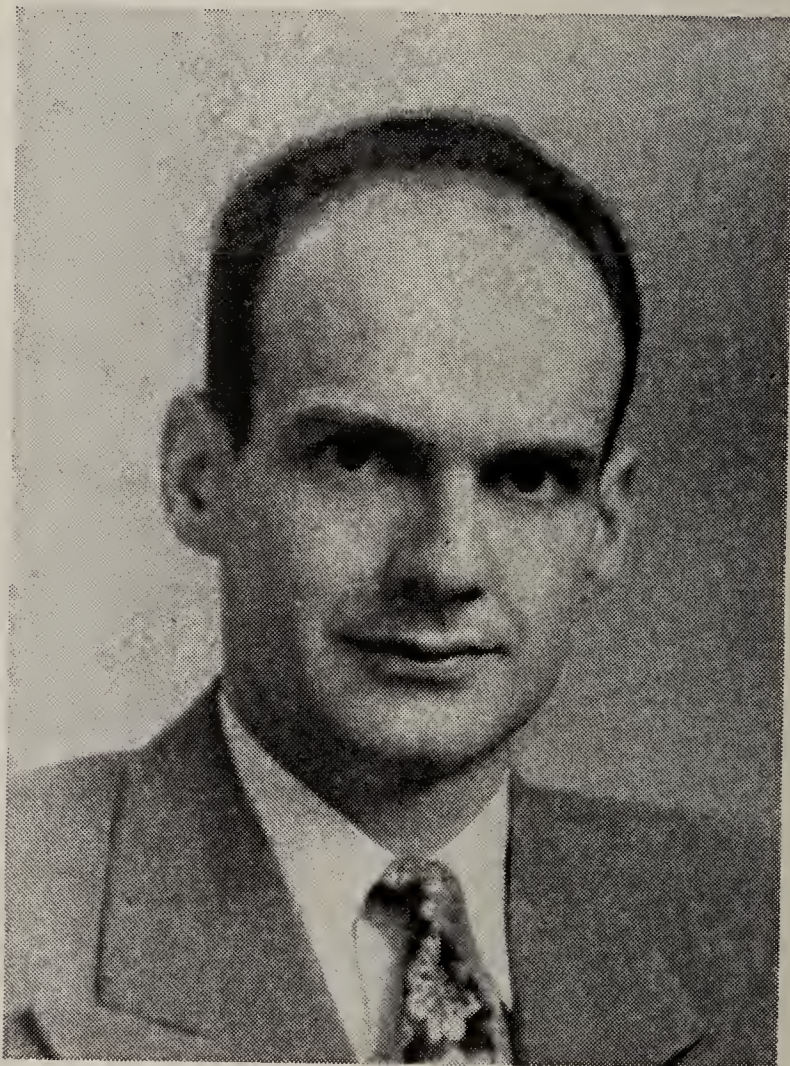
☆ Don Donaldson has been appointed principal of the Washington State School for the Blind, a post vacated by the resignation of Harold Higgins.

A graduate of the Washington School, Mr. Donaldson later regained his sight through surgery. He earned his B.A. and M.A. at the University of Washington, and completed the Harvard course at the Perkins School for the Blind. He taught at Perkins for five years before entering sixteen years of public school work in the state of Washington. Prior to his appointment Mr. Donaldson was head of the English Department in the high school of Wenatchee, Washington.

☆ Malcolm Jasper has become director of the Iowa State Commission for the

Blind in Des Moines. Prior to his appointment Mr. Jasper had been affiliated since 1948 with the Kansas Division of Services for the Blind, first as a field consultant, and since 1952, as welfare administrative assistant. He also served with the Kansas Child Welfare Department, and as case supervisor in the state Welfare Departments of Cowley County, at Winfield, and of Sedgwick County, at Wichita. Mr. Jasper holds a B.A. degree from Friends University, Wichita, and an M.A. from Washington University at St. Louis, Mo.

☆ Three new members have been appointed to the National Advisory Council on Vocational Rehabilitation. The appointees, each of whom will serve a four-year term, are Claud M. Andrews, of Tallahassee, Fla.; Gordon M. Free-



Malcolm Jasper

man, of Washington, D. C.; and Dr. Wendell Johnson, of Iowa City, Iowa. They replace Louise Baker, of Lincoln, Nebr.; James C. Brownlow, of Washington, D. C.; and Voyle C. Scurlock, of Oklahoma City, Okla., who have completed their terms.

Mr. Andrews is director of the Florida State Division of Vocational Rehabilitation and chairman of the Governor's Committee on Employment of the Physically Handicapped in Florida. He is a past president of the National Rehabilitation Association, and received its Meritorious Award in 1953. He is a member of the International Society for the Welfare of Cripples, the United Cerebral Palsy Associations and

a board member of the Florida Tuberculosis Association.

Mr. Freeman is international president of the International Brotherhood of Electrical Workers, AFL-CIO. He is vice-chairman of the President's Committee on Employment of the Physically Handicapped; and has been active in organized labor in expanding the employment of handicapped workers.

Dr. Johnson is professor of speech pathology and psychology at State University of Iowa. He is a past president of the American Speech and Hearing Association, a former editor of the *Journal of Speech and Hearing Disorders*, and a member of the American Psychological Association.

News Briefs

☆ A bill removing the ceiling from the annual federal appropriation for books for the blind was signed by President Eisenhower on September 7. The ceiling, set more than ten years ago, limited to \$1,125,000 the amount that could be appropriated each year for the Library of Congress' program to provide books in braille, talking books and sound reproducers for blind readers. The new law also eliminates the former limitation of \$200,000 on the amount of appropriated funds that could be expended annually for embossed books.

The ceiling of \$1,125,000 had been set in 1946 in an amendment to the basic Act of March 3, 1931. Since then, increasing costs and the growing demand for service for blind readers have rendered inadequate the maximum appropriation it allowed.

It should be noted that the ceiling was still in effect at the time of the

Library of Congress' requests for funds for the fiscal year 1958, and that the request was thereby limited to \$1,125,000.

The new measure, passed by the Senate on August 5 and by the House on August 22, became Public Law 85-308.

☆ Multiple copies of 338 books for blind readers were produced by the Library of Congress' Division for the Blind and distributed through its twenty-eight regional libraries for the blind in the fiscal year 1957. The figure represents a 28½ per cent increase over last year's book production. It includes 196 talking book titles, 140 titles in braille, and 2 titles in Moon type. In addition, nineteen magazines in the various media were produced and distributed to the regional libraries.

As a result of the research and development program, this year's talking

book machine, Model D, introduced a two-speed motor capable of reproducing both 33 1/3 and 16 2/3 r.p.m. records. Orders were placed for 7,000 of these machines. Repairs were made to 1,589 previous models.

National statistics show that 58,197 blind persons borrowed books during 1957. Circulation totaled 1,451,090 volumes (exclusive of magazines), an increase of 60,577 volumes over 1956. Expansion was predominant in the use of talking books.

For the circulating collection for the blind maintained in the Library of Congress, 2,867 volumes were processed and placed on the shelves. Exclusive of music scores and periodicals, the collection at the close of fiscal 1957 comprised 89,271 volumes. The number of loans in all media made to 6,432 registered borrowers was 36,398, and the total combined circulation was 86,916 volumes.

☆ William L. Dauterman, supervisor for the Kansas Rehabilitation Center for the Adult Blind, Division of Services for the Blind, has resigned to accept a position in the rehabilitation counselor training program at Texas Technological College. Mr. Dauterman, who has been totally blind since his youth, joined the Division in 1948. He holds a master's degree in sociology from Stanford University.

☆ The resignation of Leon Feldman, executive director of the Erie County Branch, Pennsylvania Association for the Blind, will become effective January 1, 1958. Mr. Feldman joined the agency in August 1954. His future plans have not yet been made known.

☆ Howard H. Hanson, director of the South Dakota Service to the Blind, was elected Governor, District 5-S, of the Lions International at the annual dis-

trict convention early this summer. He assumed his duties on July 1. Mr. Hanson is the fourth blind person to become a district governor of the Lions.

☆ Library service to the blind was the subject of a recent half-hour television program presented by the Special Services Division of the Oklahoma State Library as part of its local weekly series, "Libraries and Learning." The program, given on Tuesday, September 3 over Station KETA, featured a panel discussion of various aspects of library service to the blind, including the children's summer reading program, the place of braille and talking books in the religious and educational life of adults, and the relationship of regional libraries to the Library of Congress program. Moderator of the discussion was Mrs. Pattilou McCoy, special services librarian of the Oklahoma State Library, who operates the regional library for the blind serving Oklahoma and Arkansas. Mrs. McCoy is the producer of the weekly half-hour programs. Guests on the panel were ten-year-old Joseph Fallin and the Reverend Reid Swindler, who appeared as readers of materials supplied by the library for the blind, and Robert S. Bray, chief of the Library of Congress' Division for the Blind.

☆ Cancellation of the eighth annual Institute for Parents of Preschool Blind Children, sponsored by the Kansas Division of Services for the Blind, was regarded by the Division as evidence of marked progress in three areas of work with the blind. Elsie Bronson, field services supervisor, attributed the declining need for the Institute to 1) prevention of retrolental fibroplasia, resulting in a drop in the number of blind children reported to the agency; 2) effectiveness of field service consultation with parents, providing in

the home the information and assistance also made available by the Institute; and 3) effectiveness of the programs of parent groups in the larger cities. The first Institute, held in 1949, was initiated by members of the Kansas Association for the Blind, a lay organization, as a means of meeting the problems of the increasing incidence of blindness among babies at that time.

☆ The South Dakota Service to the Blind has established a district office, the first in the state, in Sioux Falls to provide services to blind persons in the southeastern section of the state. The appointment of Arnold Auch as counselor in charge became effective August 1. Mr. Auch is a graduate of the South Dakota School for the Blind, and holds his Master of Arts degree from the University of South Dakota. He has taught at the local school for the blind and at the Perkins School for the Blind, Watertown, Mass.

The district office is located at 109 West Eighth Street, Sioux Falls, S. Dak.

☆ The Midwestern Conference of Home Teachers held its sixth biennial

meeting in Topeka, Kansas, May 5-8. New officers elected at the meeting are: Mrs. Sammie K. Rankin, of Texas, president; Braxton Tatum, of Alabama, vice president; Marshall Stroud, of Arkansas, secretary; Mrs. Martha Hahnel, of Ohio, treasurer.

☆ Miss Rebecca Randall, whose extensive work in connection with braille shorthand is well known here as well as in her native England, is included in the Official Birthday Honours List of Her Majesty the Queen. Miss Randall is due to receive the M.B.E., an outstanding honor.

☆ At the June convention of the North Carolina Association of Workers for the Blind, held in Raleigh, the following officers were elected: Richard Ford, president; Rev. Alphonso Jordan, vice president; Mrs. Annie F. Johnson, secretary; Ben Eason, treasurer. The organization is nearly fifty years old.

☆ The Overbrook School for the Blind, Philadelphia, observed its 125th anniversary last May. Mrs. Pearl Buck was a featured speaker on the occasion.

Directory Changes

The following changes within various agencies for the blind should be made in your *Directory of Activities for the Blind in the United States and Canada*, 1954 edition:

Page 11—Guide Dog Foundation for the Blind, Inc. New name and address: Second Sight Guide Dog Foundation for the Blind, 71-11 Austin Street, Forest Hills 75, N.Y.

Page 39—Iowa State Commission for the Blind. Malcolm Jasper replaces Mrs. Ethel T. Holmes as director.

Page 52—Michigan School for the Blind. Dr. Robert H. Thompson replaces the late Wallace J. Finch as superintendent.

Page 59—Missouri School for the Blind. George D. Heltzell replaces Dr. Robert H. Thompson as superintendent.

Page 81—Oregon Commission for the Blind. New address: 535 S. E. 12th Avenue, Portland 14, Ore.

Page 82—Free Library of Philadelphia. New address: 17th and Spring Garden Streets, Philadelphia 30, Pa.

Page 88—State Council for the Blind. New address: Health and Welfare Building, Seventh and Forster Streets, Harrisburg, Pa.

Page 96—State Commission for the Blind (Texas). New address: 1306 San Jacinto, Austin 14, Texas.

Kitty O'Neil

Winifred Crowley, singer, musician and staff member of the Industrial Home for the Blind, who was known professionally as Kitty O'Neil, died September 20 at the Long Island College Hospital, Brooklyn, N. Y. She had served with the Industrial Home for twenty-three years.

Born in the Hawaiian Islands, Miss O'Neil, a mezzo-soprano, began her singing career at the age of fourteen, when she accepted an offer to join a professional light opera company. In the course of her career she became acquainted with IHB several years later by singing at picnics and outings, and organized a quartet of blind IHB singers in 1928.

She joined the IHB in 1931 as direc-

tor of the Social Service Department. In May, 1953, she was appointed head of a new department, the Volunteer Visitor Service, and served in this capacity until she retired in November, 1954.

She entertained at countless IHB functions during her long service with the organization. Peter J. Salmon, executive director of IHB, has stated that "Miss O'Neil has made a most significant contribution not only in the realm of social service, but also in that of human relations."

Miss O'Neil is survived by a sister and brother-in-law, Mr. and Mrs. D. McPherson, of Penticton, British Columbia. Her husband, Leonard Grover, an actor and theatre manager, died several years ago.

Margaret Potts Purchase

Mrs. Margaret Potts Purchase, thirty-three, wife of Elmer H. Purchase of Upper Montclair, N. J., died in childbirth on August 31. Her child, a boy did not survive. Mrs. Purchase was a nationally recognized teacher of braille. She was the daughter of Dr. and Mrs. P. C. Potts. Dr. Potts is a consultant in education at the American Foundation for the Blind, and is a former editor of the *New Outlook*.

For the past ten years Mrs. Purchase had been a teacher of the primary braille class in Newark, N. J., and prior to that she taught for one year at the Connecticut School for the Blind, Hartford. She was a member of the board of the Newark Chapter of the Inter-

national Council for Exceptional Children, and was chairman of the primary teachers department of the American Association of Instructors of the Blind.

Mrs. Purchase received a bachelor of arts degree from the Woman's College of the University of North Carolina and a master's degree in special education from the University of Wisconsin. She had also done graduate work at Newark and Montclair State Teachers Colleges, at Seton Hall University, Columbia University, and the University of Chicago. She was a member of Kappa Delta Pi, honorary education sorority.

Besides her husband and parents she leaves a sister, Dr. Elizabeth Anderson of Silver Spring, Md.

OUTLOOK FOR THE BLIND

NUMBER 10

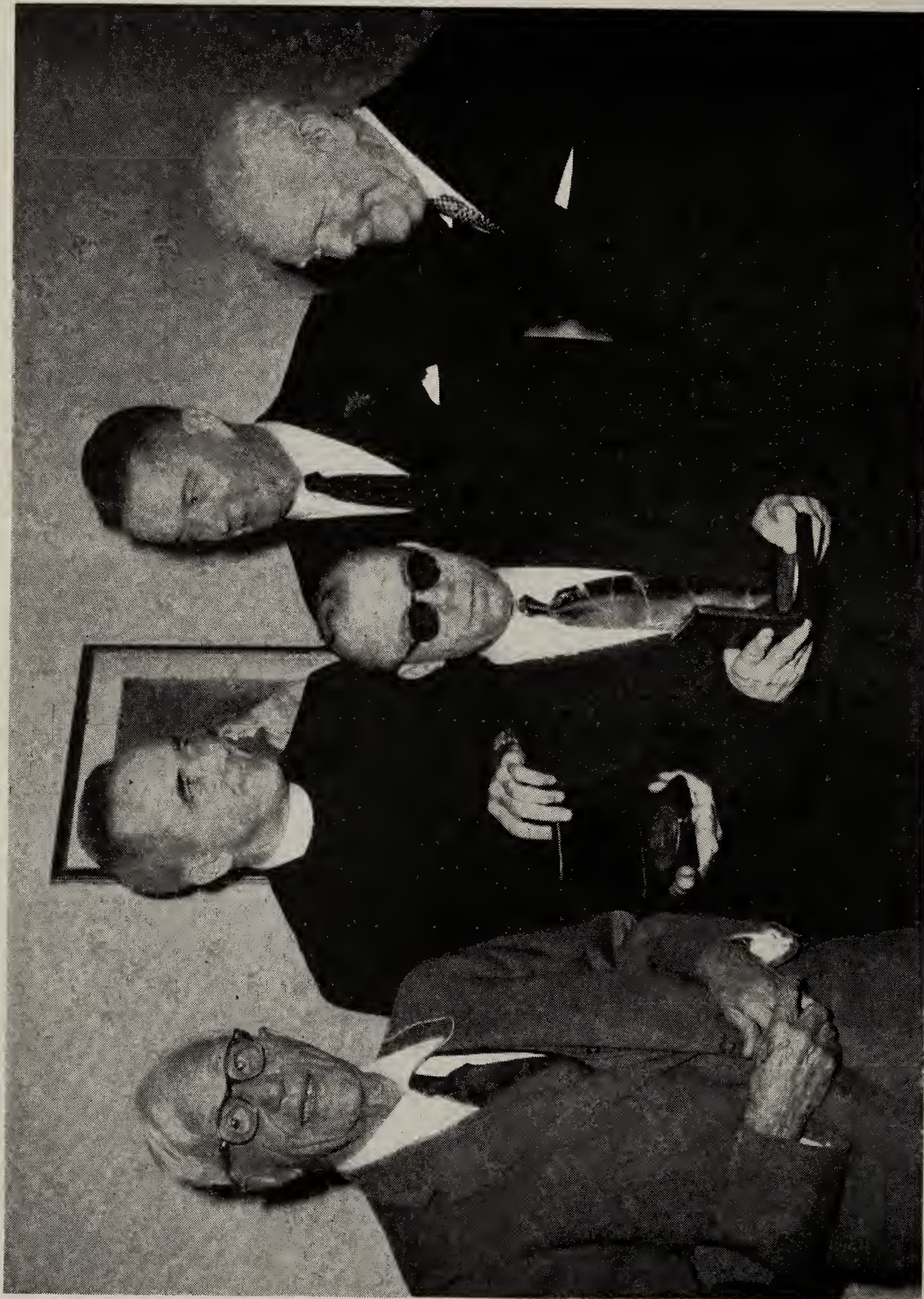
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AMERICAN FOUNDATION FOR THE BLIND



Major M. C. Migel, Father Thomas J. Carroll, J. Hiram Chappell, Dr. Howard A. Rusk, and Peter J. Salmon. Father Carroll and Mr. Chappell were the 1957 recipients of the Migel Medal for Outstanding Service to the Blind, presented each year by Major Migel through the American Foundation for the Blind. Story on page 482.

The Importance of Family Attitudes in Vocational Rehabilitation

DOUGLAS C. Mac FARLAND, Ph.D.

SOCIETY AS WE UNDERSTAND it today evolved from and is dependent upon the family. If we accept this premise then almost anything we do affects or is affected by family attitudes. This basic fact becomes very important in vocational rehabilitation. In a good many of our rehabilitation failures the family influence is all too apparent. I would like to add, on the reverse side of the coin, that even the most superficial examination of any counselor's case-load would suffice to indicate the impetus and support that good family attitudes have contributed in the majority of successful rehabilitations. Nevertheless, in any critical analysis it is the failures that present the unsolved problems, and I would like to concern myself with this negative aspect for the next few minutes.

Whenever we think of the detrimental effects of family attitudes on client progress, many frustrating experiences come to every counselor's mind. The two following examples illustrate situations which are quite common and although the circumstances are entirely different they are

similar in that assistance can still be given to remedy the problem.

The first case is that of a young girl recently graduated from a school for the blind. The girl had a good scholastic record, I.Q. of 114 on the Wechsler Bellevue Verbal Scale, light perception only. Although the girl did get around very well on campus, when the counselor called at her home he found that she was not able to do so in her own community. When this was discussed she stated that she did not want to walk about with a cane or a dog guide because she felt that either aid would accentuate her blindness to friends and neighbors. The client wanted to be a dictaphone typist and was apparently well qualified for this work. She lived, however, in a rural community where opportunities for office work were nonexistent. The counselor, recognizing the obvious advantage of and necessity for independent travel if the girl was to live and work in a strange city where there would be opportunities for employment, suggested a short adjustment course in a city where he knew employment would be available for the girl. The client rejected the suggestion and any service which would entail using any travel aids; she reiterated that these would make her appear abnormal. She told the coun-

Dr. Mac Farland is the executive secretary of the Virginia Commission for the Visually Handicapped. He presented this paper at a meeting of Group B of the American Association of Workers for the Blind during the Association's annual convention in Chicago this past summer.

selor that she would find her own job, and this conclusion was heartily concurred in by the family.

The girl was unable to find work at home, and a few months later at the suggestion of the family she moved to her sister's home in a city in another state. Here the client obtained employment in a company where other blind persons had been successfully placed by the local rehabilitation agency. The components of the job presented no difficulty for the girl, but in the first two months of employment she had three close brushes with moving automobiles. This problem was finally brought to the attention of management. She refused any suggestion of the use of a cane. A week later she was knocked down by a car, luckily suffering only slight injuries. The driver, unfortunately, suffered a heart attack as a result of the accident. The incident was given much publicity and culminated in the recommendation that the city council pass an ordinance requiring that every blind person carry a cane which clearly identifies him to the motorist.

The second case is that of a blinded veteran for whom adjustment was very difficult. After several years of idleness the client asked to be aided in setting up a vending stand. The original site chosen by him was not lucrative enough to afford a livelihood. The counselor made contact with a large local paper plant, the only industry in the area, to determine the feasibility of placing a snack bar in the plant. Management was agreeable, and plans were formulated to obtain the necessary training for the client. The training meant leaving home and spending several months in another part of the state. Both the client and his wife recognized the need for training, and the wife especially was pleased with the prospect of her hus-

band having something to do which interested him and would take him out of the home during the day. Apparently the long period of idleness was having its effect on both of them. The man was very capable and applied himself diligently. Unfortunately for everyone concerned the plant, which had been expecting expansion, found instead that it was faced with a change of production plans from the parent company. Additional construction which was already under way had to be cancelled, and the working force ultimately was reduced 40 per cent. The client was apprised of the change, and the very limited opportunities in his home community were carefully pointed out. He was quick to recognize the problem and asked to be considered for a vending stand in another area of the state. When an opening became available he was unable to accept it because his wife refused to move from the small town where they were residing. She preferred that he wait for an opening close by, even though it is quite apparent that such an opportunity may never come.

I have deliberately chosen not to introduce cases which involve complex physical and emotional facets. Many other more graphic examples come to mind, but they are much too involved to discuss in the short period of time allotted. In analyzing the data for these two case summaries, several casual factors are suggested. In the first case the problem might have been eliminated if the counselor had worked with the parents before the girl returned from school. Perhaps the school, itself, if it had recognized the problem early, could have done much to overcome it. The attitude of shame regarding certain symbols of blindness is well known; it has also been well established that reactions of fam-

ily friends and neighbors can have profound influence on such an attitude. The problem here is not failure to recognize a difficulty, but inability to cope with it adequately. The second case is a recital of a situation that is repeated many times under different circumstances and with a variety of family members involved, but with the same static results. Anyone here today with a basic course or two in psychology and an understanding of social casework could give us several possible causes for both failures and a number of methods for successfully treating the problems.

Obviously the VR counselors are aware of and much concerned with the importance of family attitudes in the achievement of rehabilitation goals, but there are two major obstacles for the counselor in coping with adverse family attitudes:

1. No one can be all things to all people. Family counseling is a specialty that is not necessary in the average VR counselor's body of skills.

2. Another obstacle is lack of time. Family casework is a separate discipline and cannot be accomplished piecemeal by a worker whose training and responsibilities are in another field.

We have talked about teamwork over the past few years to such an extent that some of us are tired of hearing the word. This would seem like the ideal time to launch into another tirade, but teamwork doesn't supply the whole answer. Where you have excellent family casework agencies nearby and you are operating in an urban setting, development of community resources may be the solution, but many of us operate over a statewide area. Family services are not uniform everywhere in the state and completely lacking in some rural sections. For some agencies the answer may lie in the use of the home teaching staff,

but in view of the tremendous case loads that most of these workers carry this solution would appear unrealistic. Busy home teachers would have just as little time for family casework as the VR counselor. Social workers attached to adjustment centers can do a wonderful job with those who reach the center, but many clients who are candidates for vocational rehabilitation never reach the center.

The only practical approach that appears to me after reviewing several solutions to the problem is to employ a specialist on the VR staff who concentrates exclusively on this phase of the work. Adding specialists is easy if money is plentiful, but complete agency coverage here could be very costly. The only way it would be feasible for most of us is to have the additional staff make full use of existing facilities acting as consultants to local personnel, and only handling cases direct where no help is available. I do not have any figures on the percentage of rehabilitation failures which stem from poor family attitudes, but a cursory review of your unsuccessfully closed cases will show you the magnitude of the problem.

It may be that some of you attending this convention have experimented extensively with the solution of this problem, and if this is so, your findings would be invaluable to the rest of us. For the majority, however, the problem is a knotty one not yet successfully tackled. As a result of P.L. 565 money has been made available for research and demonstration projects. It might be well to explore this avenue of support for research on family attitudes, what can be done to develop them as an asset to rehabilitation, and what we need to cope successfully with adverse family pressures.

*questions
and
answers
on*

LOW VISION

CHARLES G. RITTER

IT IS TO TRY TO answer the repeated questions which are arising as a consequence of the growing interest in low vision aids, that these notes have been prepared. Hopefully, it will help to let down gently those in whom false hopes have been raised. It may also demonstrate to others that the solutions will not be what they may have wished. There is no magic in the devices which have been publicized. They will not restore normal vision. What they *may* do will be brought out as the text develops.

When newspapers, radio or television attribute to some new type of lens remarkable success in enabling blind people to read, false impressions and groundless hopes are raised in many minds. For the public at large blindness still means what the dictionaries say: absence of sight. One must consult an encyclopedia for a correct definition.

A person is termed blind when, wearing proper corrective glasses, he is able to see no more at a distance of 20 feet with the better eye than the normal eye can see at 200 feet, or if his field of vision, regardless of central sight, is no greater than 20 degrees. Visual acuity is expressed usually in terms of

eye chart performance. Thus normal sight is 20/20, and the sight of a person who is just inside the definition of blindness is 20/200. Many people who wear glasses have no more than 20/200 without their glasses, but see normally when their glasses are worn. Such persons, obviously, are not considered blind. It is only when corrective lenses improve the sight to no more than 20/200 that the person is said to be blind.

The first figure in these "fractions" indicates the distance at which the tests are made. The second figure indicates the size of the smallest type that can be read at that distance in terms of how far the normal eye should be able to see the same type. The top (largest) character on the standard eye chart, then, is the 200-foot character — it can be read by the normal eye at 200 feet; the second line of characters is usually of a size that is visible to the normal eye at 100 feet; and so on.

When a blind person, wearing his glasses (if glasses help) cannot even decipher the 200-foot character at 20 feet, he is usually asked to go closer to the chart. His eyesight will then be described as 15/200, 10/200, 5/200, or even 2/200, depending on how close he must be to decipher the top letter on the chart. Below 2/200, the eye report may read "fingers at 18 inches" or at

A frequent writer on optical aids and low vision problems, Mr. Ritter is consultant on special aids and appliances at the American Foundation for the Blind.

one foot, which means that the person can count the examiner's fingers at that distance. If still less sight remains, the report may read "light projection," which means that large objects can be detected, or "light perception," which is about what the normal eye has with the lids closed, or "totally blind," which, of course, means that even lights are not sensed visually.

Below 2/200, very few can be enabled even to decipher words, and below about 4/200 the devices which may be (but are not always) helpful tend to be difficult to use. The vast bulk of those who are enabled to read with magnifying lenses fall above the 5/200 category. The lenses used in these instances are not "corrective" lenses. With a sufficiently powerful telescope, for example, a blind person (according to this definition) may be able to read the smallest print on the eye chart. But if the telescope has to be mounted on a tripod or held by a very steady hand, it would be ridiculous to say that vision was "corrected" to 20/10.

Clearly, to know only that an individual measures 10/200 on a Snellen Chart test tells little about the actual eyesight. One individual may have a blind spot at the center, another may see best at the center and have poor side vision. Some will have scattered spots of useful vision, others will experience a general cloudiness. Some of the problems in selecting an optical aid hinge on these differences.

WHAT IS MEANT BY CORRECTIVE GLASSES?

The eye is a beautifully intricate, constantly changing organ which consists basically of a retina (that thin fantastic membrane at the back of the eyeball which converts light into nervous impulses) and optical components to focus images on the retina. The two

main components of the optical system are the cornea and the crystalline lens.

The crystalline lens has the faculty of changing shape to focus images on the retina. Objects at 20 feet or more are normally in focus when the crystalline lens is relaxed. With normal aging processes this lens continues to grow, and it loses gradually its ability to change shape. That is why, in time, people with perfect eyesight will require reading glasses for close work.

In almost all cases, however, the optics of the eye are not standard. Some eyes are hypermetropic or far-sighted. Here the optics are insufficient to place the image sharply on the retina except for distant objects. In children, especially, since the crystalline lens can change shape so much, far-sightedness may be undetected. The strength of the eye can be supplemented with convex or plus lenses, so that the crystalline lens need not be subjected to overwork.

In other eyes, the optical system of the eye is too strong to place a sharp image on the retina. The image is sharp ahead of the retina. Such eyes are nearsighted, or myopic. The strength of such eyes can be reduced by concave or minus lenses. The image, of course, can also be shifted backward by bringing the object closer to the eye, but distant objects can only be seen sharply when some of the power of the eye is cancelled.

There is a third kind of error: irregularities in the optical system of the eye. These show up as slight or severe blurring of lines going in one direction or the other. This is called astigmatism and it can usually be corrected by using cylinder lenses placed at the proper angle. When the astigmatism is severe and due to irregularities of the front surface of the cornea, contact lenses sometimes offer the ideal correction.

The important difference between these lenses and those to be discussed later depends on function. A corrective lens is used basically to overcome refractive errors in the eye and to sharpen the image on the retina rather than enlarge it.

WHAT IS MEANT BY A MAGNIFYING LENS?

Any convex lens is a magnifying lens. If it is used for correcting errors in the eye, however, it is not being used as a magnifying lens. Persons who have had cataracts removed are given lenses about as strong as the average "Sherlock Holmes" type of hand magnifier, but in their case, this is to replace the clouded crystalline lens; it is not a magnifier.

Magnification depends on the curvature of the lens. If a slab is cut from a glass or plastic rod, it will magnify in one direction. That is, if it is held across a page, parallel to the lines of print, it will magnify the height of the letters and not their width. If it is turned the other way, it will make the letters wider but not higher. To magnify in all directions, a spherical curved surface is needed—equivalent to a slab from a ball. A slab from both sides of the ball laid flat to flat will double the magnification but the distortion at the edges will be greater. The smaller the spheres from which these slabs could be taken, the stronger the magnification. That is why it is not possible to have a *big*, strong magnifier. If the strength required must come from a one-inch sphere, a two-inch magnifier of that strength is thus obviously not possible.

Another property of lenses is their focus. A 10-power lens, for example, focuses at about one inch. Unless it is less than an inch from an object, it cannot be focussed on that object. A

5-power lens focuses at 2 inches; a 2-power one at 5 inches, and so on. Doctors find it convenient to describe lenses in terms of their focal length, and the term they use is diopters. A 1-diopter lens focuses at a meter; a 2-diopter at $\frac{1}{2}$ meter; a 10-diopter at $\frac{1}{10}$ meter. So, the stronger the lens, the closer the focus must be.

HOW MUCH DOES A LENS MAGNIFY?

The "power" of a lens in terms of magnification depends on convention. When we refer to a 10-power lens, we do not mean that it makes the object ten times as large as it really is. What we mean is that it makes the retinal image ten times as large as it would be if we viewed the object with the naked eye (or through a corrective lens) at a distance of 10 inches. Magnification, in general, is described as a ratio between the size of the image placed on the retina by the magnifying device and the size of the image on the retina when viewed normally.

To determine the power of a lens whose strength is known in diopters we divide:

$$\frac{\text{Diopters}}{4} = \text{Magnification.}$$

To determine the dioptric strength of a magnifier whose power is known, we multiply: Power $\times 4 =$ Diopters. If, as some advocate, a different distance is used as base—say 14 inches, which is a more normal reading distance—then the formulae would change.

Not only does the working distance decrease as the strength of the lens increases, but the depth of field also decreases. With a weak lens, the page can be moved back and forth for inches without serious blurring. When the lens is really strong, a quarter inch of

movement may blur out the text entirely. This is true to the extent that the eye can no longer scan a line, but the page or the lens itself must be moved back and forth from side to side.

WHY DON'T CORRECTIVE GLASSES ALWAYS HELP?

Corrective glasses, as has been said, are directed toward placing a sharp image on the retina. If the cornea is opaque or translucent, if the lens is cloudy, if there are opacities or cloudiness in the inside of the eyeball (the vitreous humor), if the retina itself has deteriorated, or if various things have happened to the optic pathways or to the visual cortex, optical correction is at best partially helpful. A possible advantage often results, however, if the retinal image is sufficiently enlarged.

SHOULD YOU BE SEEN BY AN OPHTHALMOLOGIST (OR OCULIST)?

All persons over the age of forty should be checked periodically by an ophthalmologist. Certainly, whenever the eyesight is impaired to the point where corrective glasses will not restore normal vision, an ophthalmologist, who is a physician specializing in the medical and surgical treatment of the eyes, should be consulted.

This is important because there are eye conditions which are entirely painless, yet if not treated may lead to total blindness.

HOW CAN YOU LOCATE AN OPHTHALMOLOGIST?

In many cases, your family physician can refer you to an accredited ophthalmologist. In most counties there are medical societies and your physician can refer you to the secretary. The secre-

tary of the county society can tell you the names of the ophthalmologists in your vicinity. Hospitals also can give you this information.

IS THERE A CURE FOR CATARACTS?

This question is often asked and, contrary to some publicity, the only way to date of restoring vision is surgery. Whether surgery is to be recommended in any given case will depend on the ophthalmologist's findings.

WHAT DO YOU DO AFTER YOU HAVE VISITED AN OPHTHALMOLOGIST?

After visiting the ophthalmologist, if he determines that you can not be helped by medical or surgical treatment, he will proceed to examine you to determine if special low vision spectacles will be of benefit or he may refer you to an optometrist in your community to make this examination and provide the spectacles that will be of greatest benefit to you.

WHAT KIND OF GLASSES WILL HELP IN WALKING?

In general, ordinary glasses are the best that can be offered for travel. Low-vision spectacles work because they enlarge. Telescopic glasses make things look closer than they actually are. While an individual might learn to adjust to limited magnification, this shuts down the area that can be seen, and the losses outweigh the gains. Another drawback to telescopic glasses is that they also magnify movement and are therefore quite disturbing unless the wearer is stationary.

On the other hand, if your eye specialist gives you the best corrective lenses possible, the improvement may

be appreciated best only after practice. Objects not even seen without them may seem only vague with the glasses, and yet, with experience, the number of objects recognized should rise steadily as time passes.

HOW ABOUT MOVIES, TV, AND SO ON?

Here telescopic lenses may have real value. The cost of the device, however, may not necessarily reflect its worth to a given person. Some people do best with a device costing less than \$10. Others may prefer a unit which costs just under \$30. Some may prefer a special telescopic unit made specifically for low vision use and costing in excess of \$100.

It must always be remembered that enlargement of the retinal image results from sitting closer. Thus, for watching TV, while you may see perhaps fairly well with telescopic lenses at 6 feet, you will almost certainly see better without telescopics if you sit 2 feet from the screen.

CAN YOU READ WITH TELESCOPIC SPECTACLES?

Most telescopic units will be out of focus at less than about three feet. Reading caps can be added which will bring the focus to close range and provide extra magnification. In work applications, this may be important. Ordinarily, for reading, a simpler approach is preferable.

Telescopic units include:

- ▶ Keeler Telescopic Units, in 1.75 and 2.5x. *Keeler Optical Products, Inc., 617 South 52nd Street, Philadelphia 43, Pa.*
- ▶ Spectel Telescopics, in 1.7 and 2.2x. *Kollmorgen Optical Corp., 347 King Street, Northampton, Mass.*

▶ Univis Telescopics, in 2x. *Univis Lens Co., 401 Leo Street, Dayton 1, Ohio.* Various inexpensive sports glasses with temples.

HOW ABOUT THE VARIOUS "WONDER GLASSES" YOU KEEP HEARING ABOUT?

"Wonder glasses" or any similar term is misleading. No type of lens or lens system is "best." Some individuals who have paid as high as \$300 for a pair of "special" lenses have done every whit as well with a device costing 85 cents. For others, the more expensive type may be well worth their cost. Magazines, papers, radio, TV, all love to dramatize. In general, no one can be fully helped by magnification in any way who cannot count fingers at about 2 feet or more. Rarely, someone who seems to have less sight can be enabled to read for brief intervals, but this takes real motivation, and is not usually worth the cost and labor.

WHAT ARE THE BEST GLASSES FOR READING?

No single type is best for everyone. Many people within the definition of blindness do not require very high magnification, and it is often possible to give a person all that he needs in standard forms. Bifocals with strong segments may be sufficient provided you are willing to hold the page close enough. More recently high power blanks (semi-finished lenses) have been made available by various optical manufacturers. Never before has the specialist in your own community had so much to offer, at such reasonable cost.

The following types are readily available:

- ▶ AO Microscopic blanks of 2, 4, 6 and 8 power, and 10-power triplets mount-

ed in blanks. Additional types are in prospect. *American Optical Co., local branches.*

- ▶ I-Gard: Aspheric plastic blanks in 4, 6 and 8 power. *McLeod Optical Co., 357 Westminster Street, Providence 1, R.I.*
- ▶ Keeler illuminated spectacles in 8, 10, 12, 15 and 20 power. Aspheric plastic bifocal lenses in 2, 3, 4, 5, 6, 7, 8, 10 and 15 power. Keeler bifocal magnifying spectacles in 2, 3, 4, 5, 6, 7, 10 and 15 power. *Keeler Optical Products, Inc., 617 South 52nd Street, Philadelphia 43, Pa.*
- ▶ Policoff: Highly corrected aids in 3, 5, 7, 10 and 14 power. *William Policoff, O.D., 67 South Franklin Street, Wilkes-Barre, Pa.*
- ▶ Volk: Aspheric glass lenses for spectacle mounting in 3.75, 5, 6.25, 7.5, 8.75, 10, 12.5, 15, 20 and 25 power. *American Bifocal Co., 1440 St. Clair Avenue, Cleveland 14, Ohio.*

WHY HAS NOT YOUR SPECIALIST ALREADY SHOWN YOU THESE THINGS?

There are many reasons. Principally, none of these devices is easy to use, when you first try it. The stronger the glasses, the closer must you hold the page. Indeed, for the really strong ones, the print is against your nose. If you are advanced in age, you may find this unduly difficult. If you have tremors in your hands, you may find it impossible. Or you may like the lenses in your specialist's trial frames in his office, and when he orders them in regular frames and you get them home, you bring them back complaining that they're no good. If this has happened with a half dozen patients or so he may logically assume that this approach isn't practical.

One thing is sure: if you fall within the definition of blindness nothing will

give you normal eye function, and while you can possibly be enabled to read anything, it won't happen without effort. A part of our hope is that we can make it seem worthwhile for you to exert that effort. Most people with recently impaired sight expect too much.

WHAT ABOUT MAGNIFIERS?

There is no fundamental reason why magnifying spectacles are to be preferred to a magnifying glass. Spectacles leave both hands free to hold the material being read, and for many this is eminently desirable. Actually, some of the hand magnifiers may be mounted in a cheap pair of frames and may prove as satisfactory as more costly glasses. Glasses look better, of course, and this may make the extra cost worthwhile. You can also sometimes use jeweler's loupes which clip onto ordinary spectacles, or you can find loupes which are worn like eyeshades.

There are times when the hands aren't steady and where a magnifier in a stand which holds it in focus is far easier to use. At other times, when light is important, a device with a built-in light may be the best that can be found.

Some eye specialists like to have the person whose eye impairments have been long-standing start with a hand device. This gives you a chance to relearn reading skills and often means that the glasses you finally receive can be weaker than at first seemed necessary.

Another point is that the distance between lens and paper is fixed by the strength of the lens. If the lens is in a frame worn on the nose, the page must be brought very close. If the lens is hand-held or in a stand, the distance between the eye and the lens can often be varied, giving a greater sense of freedom. Of course, the further the eye

from the lens, the less the field of view through the lens, but this does not bother everyone.

Where cost is a factor, especially, hand magnifiers should be investigated by all who require much magnification.

SUPPOSE YOU ARE CONCERNED ABOUT STREET SIGNS?

By far the most popular devices for this purpose are pocket telescopes, which can be pulled out to see which bus is coming, and so on. These give magnifications of 6 or 10 times and are not suitable to wearing on the nose like spectacles.

WHAT ARE PROJECTION READERS?

These are for use in home or office and prove useful to some people, particularly those with extremely low vision. They throw the print, very much enlarged, on a screen and can provide magnifications up to 24 times. This means that if a ruler is placed in the device, the quarter-inch marks would be 6 inches apart on the screen. Some people who can use them cannot use lenses, because in order for them to see, they hold the eye an inch from the screen. For such people the magnification is over 200 times, because the image on their retinas is over 200 times as large as would result if the page were held 10 inches from the unaided eye.

The American Optical Company makes a 3- and a 5-times magnification model which can be seen at branch offices throughout the country. The stronger models are put out by the American Foundation for the Blind and you can learn if one is on view in your neighborhood by writing for this information. All these units cost over \$100.

CAN YOU HURT YOUR EYES BY USING MAGNIFIERS?

The common opinion among ophthalmologists is that in general no eye condition can be permanently worsened by eye use. Indeed, the tendency is to encourage the use of the eyes. Obviously, you will check with your own doctor as regards your own situation. Using the eyes doesn't guarantee that they will get no worse. Some conditions are progressive, and at other times new troubles may come along. A person with one malady may develop cataracts, for example. But it has been found over the years that, if anything, using the eyes is beneficial.

WHAT ABOUT EYESTRAIN?

If you have not read for a long time, it is possible that you will experience dizziness or even eye discomfort after using a powerful magnifier. This is not a cause for alarm. Most doctors say it is quite all right to continue reading until eyestrain develops and then a bit longer. With practice, periods of comfortable reading usually lengthen.

WILL MAGNIFICATION BENEFIT ALL CONDITIONS?

Some conditions are definitely harder to work with. Perhaps the hardest is retinitis pigmentosa if the visual acuity is low and the field small. Sometimes very high myopia is discouraging. But each eye seems a little bit different, and it is sometimes interesting to see what can be done. This the more so since so very much depends on the individual's willingness to work at seeing. There have been people who could read with a 2-power plano convex magnifier with a strong light, but who could see absolutely nothing with the 24-power projection reader.

WILL ANYTHING BESIDES MAGNIFIERS HELP?

Indeed, yes. Some people who are much bothered by light often find great improvement through use of side shields and/or awnings. Clip-on side shields for adults or children can be secured for you by your optician from (among possible others) Watchemoket Optical Co., Providence 3, R. I. The optician himself may fabricate awnings from the plastic used on your spectacle frames. Variable polaroid spectacles are also useful in many cases, making it possible to control the amount of light passing through to the eye.

Dark pens and pencils are often useful. Scripto or Listo mechanical china-marking pencils are cheap and make bold, black lines. Eberhard Faber has an excellent pencil of the same sort. Speedry brush pens are felt-nibbed fountain pens which leave an exceedingly good line. So-called "Magic Markers" are a less expensive form of the same thing. A few people have been happy using Carter white ink on black paper. Koh-I-Noor has a series of fountain pens which leave a very black line, using regular black ink. Esterbrook also has a very broad point fountain pen, but this requires making sure the point is in the right relationship to the paper.

WHAT ABOUT LIGHTING?

Dazor makes a very convenient desk lamp which can be swung where needed, but many people find the very inexpensive "student's" gooseneck

lamps ideal. A desk easel, a tilt-top bed table such as hospital supply stores handle, may make a tremendous difference. The low-visioned eye does best in a comfortable owner.

IN SUMMARY:

It is important to remember that only a part of the problem is optical. The use of magnification is not new, by any means. Nero used a polished gem as a magnifier. But the use of magnification in strengths helpful to those within the definition of blindness is not altogether easy, and it may be that several devices will be needed to meet varied requirements. Fitting the device to the person's individual needs and capabilities is a large portion of the job. The person who needs devices can help the specialist tremendously by understanding the picture, not just as regards devices, but as regards his own capabilities as well. What is new in the field is the multiplication of new designs and the enrichment of general understanding as to their uses and possibilities.

At meetings of eye specialists, and in between, special courses on low vision have become more frequent and more thorough. At more and more teaching centers, clinics for low vision work are being established, as well as at hospitals and agencies for the blind. Manufacturers are cataloging an increasingly rich variety of devices of all sorts. People with impaired sight are overcoming fear of damage from eye use and at the same time are coming to expect more from residual vision.

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"IHB Optical Aids Survey"— A Review of Research

HERBERT RUSALEM, Ed. D.

THE PROBLEM

Within the past ten years, the visual needs of the legally blind with residual vision have attracted the interest of ophthalmologists and optometrists to an increasingly marked degree. Assisted by electronic and engineering personnel who have worked on a variety of aids, these specialists have devised techniques and equipment which have given promise of enhancing the vision of a proportion of the legally blind who have residual sight. In the laboratory and the examining rooms, the consequences of these new approaches have been evident. Assisted by lenses, special equipment, and training in their use, persons with low vision often give evidence of improved visual efficiency in a clinical setting. The open question has been: "Do the favorable results obtained in the laboratory and the clinic persist in the real life setting and do the recipients of these optical aids use them effectively, socially and vocationally?" In an attempt to obtain some clues which might help to answer these questions, the Industrial Home for the Blind in 1956 initiated a follow-up study of the first 500 cases which had received service through its optical aids program.

THE SETTING

As part of a multi-functional rehabilitation program offering a broad range of social and vocational services,

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the Industrial Home for the Blind has worked with this problem since 1942. In 1952, a collection of optical aids equipment was started and in 1953, an optical aids service was organized. Currently, the work of the ophthalmologist and the optometrist are part of a teamwork process through which the social, emotional, and vocational implications of low vision are recognized and treated in relation to attempts to improve visual acuity. Consequently, a social worker and an optical aids counselor have roles in relation to the work of the ophthalmologist and the optometrist. This study reports on the first 500 cases to have received service from this organized optical aids program.

PROCEDURE

The major sources of data were the ophthalmological and the optometric reports and the self-reports of clients in response to a schedule of questions pertaining to optical aids and their use. Of the total population of 500 cases, 414 complete and usable responses were obtained.

THE FINDINGS

The optometric reports of the total sample of 500 cases indicated that 68 per cent were provided with optical aids which gave them increased visual acuity. Eighteen per cent could not be benefited because their eyes were too badly damaged for the lenses to be effective. Fourteen per cent could have benefited, but could not adapt to the use of the aids prescribed.

A study of the 70 individuals who

could not adapt to the lenses indicated that some conditions limited the usefulness of the aids more than others. Among these conditions were severe limitations in field, daily fluctuation in vision, inability of the client to engage in the mechanics of reading either because of the lack or loss of reading skills, and lack of client motivation.

Of the 340 clients who benefited from the optical aids service, 238 had improved near vision and 183 improved far vision. A total of 520 prescriptions for optical aids were made. The most common of these were: near vision spectacles, distance vision spectacles, bifocal spectacles, microscopics, and telescopics. More than half of the clients required four or more visits. An attempt was made to determine whether certain factors were related to the ability to benefit from the aids prescribed. Age was not a factor. Certain eye conditions seemed to respond more positively to this type of help, including: glaucoma, myopia, affections of the lens, and structural anomalies. Less success was achieved with problems of retinitis pigmentosa. Those blinded less than two years seemed to make a less satisfactory adjustment to their optical aids. It is hypothesized that they tended to expect a full measure of return of vision and were not satisfied with modest gains.

Two hundred and seventy-six of the respondents to the questionnaire had benefited from the optical aids in terms of increased visual acuity. Of these, 138 were gainfully employed, 47 of them in the IHB workshops. Ninety of the 138 gainfully employed individuals used their optical aids at work and 77 of them felt that the aids improved their job performance. Forty-four stated that the aids had assisted them to advance in their work and 28 reported that their aids had succeeded

in helping them to keep their jobs. Ten attributed their ability to get new jobs to their glasses. Eighty of the 90 reported that their aids gave them increased confidence in their work. About two-thirds of the housewives in the group did not use their aids in performing daily domestic duties, but they did use them for social purposes.

Forty-two students were represented in the total sample. Twenty-seven of them felt that their academic work improved because of the aids. Four students who formerly used braille are now reading inkprint. Three who were in sight-saving classes are now in regular classes. College students appeared to benefit from their aids. A large number of clients used their aids for leisure-time activities.

Most of the clients expressed satisfaction with the quality of service received from the optical aids department. Among the recommendations made by the group were 1) reduction in the waiting period for appointments, and 2) more follow-up service to facilitate the learning necessary to use the aids.

In addition to the materials derived from the study proper, certain conclusions were drawn from the experience of the staff of the optical aids service. Among these conclusions are:

- a. An optical aids service rests upon a teamwork program.
- b. The examination and fitting of low-vision clients is a job for well-trained specialists.
- c. An ophthalmological examination is an essential prerequisite to the work of the optometrist.
- d. The optometrists should be skillful in fitting and examination process as well as in grinding and fitting lenses.
- e. Motivation is a key factor in client adjustment to optical aids.
- f. Even slight improvement in visual efficiency may be significant to some clients.
- g. Training and follow-up are essential phases of the optical aids program.

h. An ophthalmological review of case records of partially seeing persons will uncover some cases which may benefit from further medical and surgical procedures.

i. Many individuals in the group of visual acuity 20/70 to 20/200 may benefit from an optical aids program, but the IHB does not perceive this group as eligible for the service under its program.

j. The optical aids program should be integrated into a total rehabilitation program.

IMPLICATIONS AS SEEN BY THE REVIEWER

As we read the findings of this study, it becomes clear that an optical aids program is essential in service to the blind. There is nothing in the study which indicates that such a service must be organized along the lines established at the IHB. It is possible that such a program may function in a state agency or even on a regional basis. However, the evidence is in the direction of the program being integrated into an overall service program for the visually handicapped. An isolated optical aids program in a hospital or a sheltered shop will apparently have less value than one which functions in the framework of a comprehensive rehabilitation service.

Another implication of the study is the significant role of client feelings in this whole process. It would seem that many of the failures in the fitting process result from the client's inability to accept and use the aids. It would be helpful to have more information on the process through which clients achieve an integration of the use of these aids into their self-concept. However, with the information currently at hand, it may be assumed that clients sometimes have emotional struggles in wearing the aids and in using them effectively. In some cases, these struggles center around the relation of the aids to the self. In other cases, the struggles

seem related to more profound personal problems. In any event, it would seem that the degree of success in helping clients in this type of service is, in part, dependent upon the client having available an intensive counseling and case-work service.

The trend of the findings of this study indicates a need for closely-knit teamwork among the professions taking part in the optical aids service. Some of the participating disciplines have had more experience in such teamwork than others. In fact, some of the professions have had some tradition of difficulty in living together in the same professional culture, let alone working together on the same team. Because the health of the community is at stake as well as the welfare of individual clients, it is suggested that ways need to be found to help all the professions to develop a mutual sense of respect and responsibility. Some success has been achieved in some agencies through a clear understanding of the contributions and roles of each of the groups. In any event, agency administration has a responsibility to create a climate and an agency structure which will encourage such cooperative effort.

Although the IHB findings may not be representative of the low-visioned in general or of any particular community, the fact remains that the weight of evidence is in the direction of the probability that any population of partially seeing individuals may substantially benefit from such a program. It is expected that the IHB publication of this study along with its useful index describing equipment and procedures, will stimulate some communities to move more rapidly toward creating optical aids programs.

Note: Copies of *IHB Optical Aids Survey* may be obtained for \$1.00 from the Industrial Home for the Blind, 57 Willoughby Street, Brooklyn 1, N. Y.

*a non-institutional
program
for the education
of blind children in
ISRAEL*

LEONARD NELESON

This article was written for the purpose of presenting to Israeli educators, parents, civil authorities, social workers and others interested in blind persons of all ages a pilot program of education for blind children in a public school. In its original form the article presents more extensively the principles and philosophy, the psychological and sociological considerations, than is considered necessary where public school classes for blind children are no longer a novelty. New Outlook readers will be interested to observe here the recommendation of an educational plan in a new country where only mixed traditions, and no established procedures, exist.

I. PURPOSE AND SPECIAL
POPULATION SELECTION

THE INTENT OF THIS paper is to formulate a workable system of education capable of providing blind children in Israel with effective academic and social skills sufficient for normal adjustment

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within the framework of a normal community. Effective academic and social skills are taken here to mean the acquisition and development of abilities to meet the demands of daily living in a continuing process. The foci of emphasis will be development of the blind child's inner resources so that he may mobilize these resources in order to attain his best possible level of adjustment in childhood, adolescence, and adulthood. The criterion of this plan will therefore be the participant's degree of success in becoming suitably and satisfyingly integrated into a dynamic seeing world. The curriculum



envisaged, then, of necessity has to exceed the refinement of academic aptitudes and provide the opportunity for the live experiences of everyday living.

The following are essential requirements for acceptance of students into the program:

1. The applicant must be certified as blind by a competent ophthalmologist, i.e. his vision must be 20/200 or less with correcting lenses in the better eye or constricted to a subtended angle of 20 degrees or less.
2. He must be in satisfactory physical health as ascertained by a physician.
3. He is to be judged by a qualified psychologist or psychiatrist as being of at least normal intelligence and free from any lasting mental disturbances serious enough to make participation in the program unfeasible.
4. The applicant is to be not less than six but not more than seven years of age in order to assure group homogeneity.
5. If he resides in a community too distant from the program's center of operations, his parents or guardian must provide for his returning home for holidays and vacations.
6. The school authorities in his community of origin must enter into a written agreement to accept a successful dischargée from the program into a suitable class under special provisos to be outlined hereinafter.
7. The community of origin and/or the parents or guardian of the applicant must agree to responsibility for and acceptance of any child who, after a reasonable time, proves unable to benefit from the program.

Locale

The city of Haifa has been chosen as the locale for this experiment be-

cause of the progressiveness of its administration and the readiness of its distinguished mayor to make its educational as well as other facilities available to the program. An additional reason for selecting a city as a center of operations is that it contains a sufficient concentration of population from which may be drawn some of the blind children who will be eligible. For those children who are non-residents of Haifa a modest apartment under the guidance of a motherly matron is to be available. The apartment is to be within walking distance of the regular school which will house the special program. The chief reason, however, for the selection of a city such as Haifa for the site of this experiment is that its thriving atmosphere is expected to provide the realistic give and take experiences of everyday living without which the process of maturation is bound to be disadvantageously affected.

Population

The population of the experiment is to be either six or eight children. An even number is stressed in order to avoid the problem of isolates in situations of pairing.

Facilities

The facilities required for the experiment are a ground-floor* classroom and playground in a well-conducted school in a moderately populated area. Special equipment, such as braille paper, slates, styluses, models, braille and talking books, adaptable play materials, a phonograph, radio, piano, is to be at hand.

II. STAFF AND SCOPE OF DUTIES

The staff directly concerned with the experiment is to consist of one teacher,

* Because of fire safety considerations.

two teacher-counselors and one social worker. Although a figure of import in the enterprise, the matron of the apartment for non-residents of Haifa will not necessarily, in the initial stages of the program, be an integral part of the staff since her concern will be only with the children in her care. In addition, she can hardly be required to possess the training and skills of the staff members just enumerated. Nonetheless, if feasible and warranted, the matron may at a suitable point be co-opted by the staff if such co-option adds to the integration of services in meeting the diverse needs of the children in her care.

While the staff will function as a coordinated unit they will be employed in their respective capacities by the board of education of the city of Haifa and will be subject to its jurisdiction. The principal of the school will, by virtue of his position, be the head of the unit. The role of each member is accordingly defined and appraised.

A. *The teacher* will endeavor to convert the regular curriculum into terms meaningful to blind children.

B. The tasks of the *teacher-counselors* are to assist the child in the amelioration of academic, social and emotional problems, to provide remedial help in subject areas where the student is not functioning up to par or up to potential capacity, to give assistance on an individual basis in situations of pupil acceleration or program enrichment, and to effect proper placement of the blind child in those areas of the sighted program where he is competent to participate. The designation of teacher-counselor is borrowed from Strang* who so decisively described the vital relationship of counseling to the teach-

ing situation. The designation finds areas in common with the "resource teacher" and the "itinerant teacher." Because, however, of the counseling aspects of this role in the program, it is felt that the term "teacher-counselor" best meets our particular needs as will be evident in the account of the program's implementation.

C. In the initiation of the present program the *social worker* will be concerned with the accumulation of background information relating to a given applicant. Parental attitudes toward the child, sibling relationships, the home atmosphere, the family's economic situation, peer relationships, educational and social opportunities for the blind child within his own community — accurate knowledge of all these factors will have a bearing whose importance need hardly be belabored. Aside from the accumulation of such information, there comes the key task of interpreting to the family the aims of the special program and involving the family in taking those steps and providing those circumstances which will effectively serve the blind child in his adjustment endeavors. If the blind child is to be optimally served academically and socially his best possible development has to be assured at the very beginning — in the critical preschool period.

Family Counseling Another Function

Soon after the social worker's concern with background information pertinent to a better understanding of the child in our program, she will be engrossed in establishing growth-encouraging attitudes in the home and community of the child. She will also enter into the homes of all preschool blind children and blind infants for the purpose of helping their respective families to create an atmosphere which

*Strang, Ruth, *The Role of the Teacher in Personnel Work*, Bureau of Publications, Teachers College, Columbia University, 1953.

will favor the child's progress toward normal and satisfying growth. Under such circumstances it is presumed that, with skillful services on hand to assist, better children with reasonably favorable prognoses for successful integration into the world of their sighted peers will present themselves for admission to our program. In this latter sense, our social worker may be regarded as a mobile nursery school and family counseling service. An advantage here is that the blind child need not wait until a given age before ameliorative services are initiated, or otherwise face forced separation from his family and institutionalization at a most tender age, as is so frequently the experience in even advanced countries.

D. As has already been indicated, the *matron* will have to do with those children in the program who do not reside in Haifa. Her tasks will require her being motherly, intelligent, patient, and an able home-maker. From the earliest possible moment she will involve the children in her charge in household tasks within their reasonable scope of achievement. She will familiarize these children with shopping procedures, teach them to dress and eat properly and to function as much as possible like sighted youngsters in their own homes.

Coordination of Services

The roles of staff members have not here been described in order to pinpoint uncrossable areas of individual function. On the contrary, the intent has been to assign to certain disciplines the nodal points of a single design in which point each staff member enjoys a special competence. The nature of the design, however, requires the coordination of each practitioner's skills in a meaningful combination that will meet the blind child's individual needs for growth and adjustment. The staff

will function as a plenary group and as a sub-group. In each group the principal will be the head. As a plenary group, especially in the initial stages, the staff will also include a physician, ophthalmologist, and psychologist. The plenary group will then serve as the screening committee which will determine the admissibility of applicants into the special program. In subsequent stages the plenary group will be convened in accordance with specified need, the responsibilities for program continuance otherwise falling to the principal, teacher, teacher-counselor, social worker, and possibly the matron of the non-residents' apartment. Conducting their affairs as a team, each staff member* is to bring to the regular conference her observations, questions, and recommendations which will enable the staff to construct as complete a picture as possible of the child, his needs, and the most promising course for meeting these needs. These findings are always to be subject to review and revision in the light of subsequent experiences. The immediate goals will be enabling the child to achieve successive levels of satisfying and satisfactory adjustment in a process of individual growth which ultimately is expected to culminate in healthy and happy adulthood. The attendant circumstances to be established in the facilitation of this hopeful outlook are concised by Lowenfeld† as providing the blind child with:

* *Because of the special skills involved and because the selection of personnel is restricted to Hebrew-speaking personnel, the staff presently consists of qualified Israelis who are being trained at an American university covered by a scholarship made available by the writer's agency. Training will be completed in February 1958, whereafter this personnel is contractually obligated to return to Israel and enter the program in their respective capacities.*

† Lowenfeld, Berthold, "Psychological Foundations of Special Methods in Teaching Blind Children." Zahl, P. A., ed., *Blindness*. Princeton University Press 1950. pp. 89-108.

1) the widest possible range and variety of experiences; 2) the best developed ability to get about; and 3) the broadest control of his environment and the most favorable relationship of the child to this environment.

THUS ORIENTED and equipped with suitable devices, techniques, methods and materials which can be tied into a meaningful and unconfusing whole, the staff carries on a continuum of services ranging from the classroom, across the community, and into the homes of the Haifa blind children and into the special apartment of the non-residents. Because of this broad area of related activities, a developmental record, exceeding even the informative type described by Strang (since it must encompass the interrelation of school and after-school operations), is to be maintained. Individual development, problems, areas of strength and weakness may then be more factually gauged over an extended period, and at conferences the staff may have a reliable source of reference as well as an archive for decisions taken in regard to factors of enrichment, acceleration, remedy or guidance which will be indicated for each individual student.

III. THE PROGRAM IN OPERATION

In addition to their respective areas of specialization each staff member will naturally be expected to master Hebrew braille and those techniques which must be known for the effective operation of the program. Among such techniques will be cane travel, utilization of models, study aids, etc. The teacher specifically and the teacher-counselors, more generally, will need to be thoroughly familiar with the curriculum of the primary grades and to know and employ all those special devices educationally required by blind

children. The Taylor mathematics board, as well as special blocks, models, classroom games, etc., constitute some of the unique materials; otherwise the curriculum for these children will not differ from that applicable to sighted children.

First Year Devoted to Adjustment Within the Group

For approximately their first year, these children will function dominantly in their own group. During this period they will become familiar with school facilities, with procedures and regulations, with braille devices for reading and writing and with the basic materials and skills of the primary grades. Their games and play will likewise be restricted to the group except for such situations as song-fests, storytelling, auditorium exercises, and appropriate school outings and celebrations. Emotional and/or learning problems which cannot be handled by the teacher, will be referred to a school-attached teacher-counselor. In her capacity as a remedial source, the teacher-counselor will then deal with the child's particular educational and/or personal problems. If, however, techniques of greater depth become necessary, the matter is to be submitted to staff conference for consideration and possible referral, say, to a psychologist, psychiatrist, physician, etc. On the other hand, the teacher-counselor is expected to provide accelerative or enrichment opportunities to those children capable of more than normal progress. She prepares the child for entry into that part of the sighted program into which he can be successfully integrated. At the same time this teacher-counselor establishes proper liaison with the instructor heading that part of the sighted program where entry by a blind child has been indicated. These areas of integration will

then be tested out by actual participation on the part of the blind child, under the watchful eye of the understanding teacher-counselor. The teacher-counselor assists the sighted and unsighted in their adjustment to each other.

Maximum Integration Sought

By this process, it is hoped that integration of the blind child into the sighted program will be maximal. In short, the success of this enterprise will be measured by the extent to which the original group, after a suitable period of time, will have been absorbed into regular school activities. It should be noted here that each child's rate and area of integration may differ; it will, therefore, be necessary to meet each child's integrational capacity and direction on an individual basis.

Side by side with the educational phase of this project will go a commensurate after-school program under the direction of the second teacher-counselor. It will follow somewhat the precepts of the educational phase: at first the children will engage in game and play activities, excursions, and picnics as a group; thereafter integration into the games, play, etc., of sighted children will be discreetly explored and attempted, although probably not in as fine a measure as required in the school program. Furthermore, the second teacher-counselor will be expected to seek out all other useful community resources, and to familiarize the children with the means and use of transportation, museums, public buildings, etc.

Finally the matron, in whose charge will be at least four of the blind children in the group, will be expected, as has already been stated, to instruct her charges in such social graces as proper grooming, table and social etiquette, personal hygiene and so on. She is also

to involve the children in household chores in keeping with their ages and capacities. On shopping tours she is, whenever possible, to be accompanied and assisted by one or two of the children. The importance of such experiences to a happier later life adjustment is manifest. Those blind children residing in Haifa, and therefore not in the special apartment, will receive guidance in social and personal amenities, to which reference has been made, through the collaboration of the appropriate staff members and those children's parents and families.

Child Prepared to Return to his Community of Origin

In this three-pronged program embracing activities in the home, school and community, it is evident that the children in our special project will be exposed to many maturing experiences emanating from the actual and live community and contributing to their ability to essay life directly, independently, meaningfully, and satisfyingly in the sighted world. When in staff opinion a reasonable point in this direction is reached by a particular child it will, upon assessing all the data at a conference, direct a teacher-counselor and/or social worker to return the child, if he is a non-resident of Haifa, to his community of origin so that he may practice his new skills in his home, in his school, and in his community. Caution will be exercised at this point, however, that such a step is not beset with panic or a challenge which may prove overwhelming to the child. During this critical period the social worker and teacher-counselor will have endeavored to create the favorable atmosphere in home, school, and community and in the child himself to enable him to make this approach to integration with reality-based confidence. The teacher-counselor or both

teacher-counselor and social worker shall remain with the non-Haifa child in his community of origin for as reasonably long as may be necessary to effect his happy absorption therein. After that, regular or requested visits will be made by these two staff members to determine the child's continued progress and to provide whatever additional assistance may be needed to sustain the gains which have been made or to enhance further development.

Ultimate Aim

By the means which have just been described, it is hoped that a number of blind children in Israel will acquire the necessary skill for adjustment to a seeing world within the framework of the living community and with as minimal and temporary a personal dislocation as possible. If successful, such a program can, on the basis of Israel's present population and for a considerable number of years to come, meet the social and educational teaching requirements of Israel's blind children. As skills are developed and experiences acquired, our educational steps will doubtless be more precisely formulated so that the staff can state, more accurately than is now possible, how and when successive groups of blind children will be admitted to the program.

The possibility of failure in all our best intentions must be considered. To this our reply is that the forward path is not automatically traversed. We are certain that any number of phases in this program will be revised, altered, and modified in the light of subsequent application. Within the starry-eyed framework of our theories, our practices will operate, testing the validity of our hypotheses and indicating those areas in which we shall have been found wanting or still other directions in which new thinking may help our practices to go forward.

IV. IMPLICATIONS OF THE PROGRAM

The non-institutional educational program formulated here, as has been reiterated time and again, has been designed to support blind children in Israel in their efforts to acquire skills which will reasonably enable them to essay satisfactory adjustment to a seeing world. A supposition here is that residential educational arrangements, as alternative solutions, are unable to serve these goals because, by their segregative and isolational natures, they deprive their residents of those genuine familial and communal experiences which make for social maturation.

In a sensitive exploration pertinent to the development of self-concept and therefore particularly applicable to the issues under discussion, Abt* summarizes Piaget's observations of a child's social maturation as being based on the given child's reaction and subsequent and satisfactory readjustment to the social demands of his cultural milieu. The assumption here is that this is the "technique by means of which the thinking of the child becomes socialized" and without which the child is incapable of attaining eventual "adult sense" or social maturation. Under these circumstances the controlled and contrived atmosphere of institutional life is likely, in one degree or another, to deprive those subjected to it of important developmental stimuli. Nor can adequate correction be made by attempts to duplicate the framework and structure of the community within the confines of the institution since such measures would be prohibitively costly, unreal, and subject to varying and probably impossible changes imposed by the need to keep

*Abt, Lawrence E. & Bellak, Leopold, *Projective Psychology*. New York, Alfred Knopf, 1952.

abreast of community development. What is more, the degree to which an institution unwarrantedly attempts, within its narrower confines, to duplicate the content and experience of the community is the degree to which it may be establishing its independence of, and therefore, its isolation from the community. Because of such a separation the institution may understandably impede rather than assist the return of its graduates to the community. A partial correction of this institutional aspect may be feasible if an institution lends every effort to interrelate itself meaningfully with the community. In brief, it is likely to be better served if it is dependent on the community's resources (i.e., facilities, not funds) not only for reason of economy and enrichment of experiences but also to emphasize the relatedness of the institution to the mainstreams of community living and the aim of eventual reintegration of the institutional graduate among his sighted peers.

As a preschool youngster, a blind child is likely to face more than an average share of emotional distress piling up on him in a world he does not visually comprehend. Frustration and anxiety compounded either by overprotection or rejection do not particularly fortify a blind child for the usually long-term institutional separation imposed on him despite the fact that, under most circumstances, he cannot otherwise expect an education. While, however, the shortcomings of institutionalization make it self-evident that a restrictive arrangement of the sort here formulated cannot adequately substitute for the day-to-day experiences provided by the give and take of community and family living, there is no intent at all here to suggest the dismantling of residential enterprises, which, in the absence of superior alternatives, will continue to have an

important role to play in the care and education of broad segments of the severely impaired, whether visual or otherwise. The purpose here is rather to underscore the need for exploring the possibilities of non-institutional endeavors in an attempt to avoid the patent and serious defects of institutional arrangements.

Community Involvement in the Program

While the singularity of this project has been de-emphasized by such measures as placing it in a sighted school and weaving it in every way possible into the community fabric, there still will be a need to discuss the implications and requirements of the program especially with the other teaching personnel of the school housing our program, the sighted children thereof, their parents and the citizens of the immediate neighborhood. Without their full understanding of the aims and goals there will be poor acceptance of our efforts whether in the form of outright disinterest and rejection or in meddlesome "do-gooding." The staff of the program in collaboration with key personalities in public and private bodies will therefore familiarize the constituent community bodies with the nature and purpose of our work and enlist their respective efforts on levels relative to their competence and in keeping with the dignity of the blind children involved.

Testing and Prognosis

While the refined and accurate test instrument is a boon to any program which must select student personnel, determine aptitudes, record achievement, and make prognoses of future progress, such instruments, as they apply to blind children, are considerably more evident by their dearth than their plenitude. In addition, the accuracy of those that do exist is blurred

by the heterogeneity and paucity of the blind Israeli children population. And even where a testing device measures out extraordinary intelligence, a careful interpretation of such a score may leave us with a deflated situation when the chaff is separated from the real wheat of achievement. An important practice is to test the accuracy of intelligence scores by various means, such as other tests, clinical observation, situational appraisals, etc.

Some Attendant Considerations

It should be clear that our program ought not to be so finely structured and so firmly committed in any direction that it lacks the elasticity and pliancy to accommodate new facts and improved techniques which are likely to be uncovered in subsequent experiences.

More attention will have to be given to the adjustment problems which are likely to be faced by the blind child who leaves Haifa to return to his family, school, and community. While the child's capacity to transfer the training obtained in the Haifa program may reasonably be assumed, the period will be exceedingly crucial and will require the most competent supervision in respect to the child, his family, his school, and his community. In any event, we are encouraged to believe that this adjustment from one community to another ought to be more ably handled by a blind child reared in the mainstreams of a community than by one who has been separated from these.

We therefore trust that our non-institutional program will be one of doing, experiencing, and growing in the most realistic senses. By education here, we do not mean acquisition of the academic skills alone but rather training for adequate participation in the demands of school, home, and com-

munity and preparation for later social and vocational adjustment.

Conclusion

The prime movers and participants in this new program for Israel's blind children are poignantly aware that beneath their best laid plans lie tacky problems which will present themselves at one time or another with different degrees of difficulty. We are also quite cognizant of the fact that there is probably very little in the plan which may be original. The latter point is of little significance except insofar as it points up that we have correctly related ourselves to an existing body of experiences and have not attempted a plan made of components which, in one form or another, have not been previously tested against reality. If this plan is therefore an outgrowth of a number of such views, facts and observations, we are proud and ready to express our gratitude to our forebears and to carry our ideas forth to some modest point of development where, we trust, others will be on hand to advance these concepts still further.

Finally, from an economic point of view this program compares favorably with custodial arrangements since its financial obligations are likely to extend over fewer years than in the case of the blind child who is usually required to stay in a residential school for a considerably longer period. In addition, the utilization of the community's resources in this special plan enables us to effect further economics. In its experimental period, however, this project cannot exceed the rating of a pilot program and a reasonable dream. It will, nonetheless, have earned the rank of a permanent program if its services, even modestly, fulfill the hopes which have been vested in it, hopes which stem from a belief in the inalienable dignity of the individual.



“Survey of Library Service for the Blind”

Mr. Robert Barnett, center, executive director of the American Foundation for the Blind, presents the *Survey of Library Service for the Blind* to L. Quincy Mumford, librarian of Congress. At left is Robert S. Bray, chief, Division for the Blind, Library of Congress.

A NEED FOR RE-EVALUATION of library services for blind persons had long been apparent among those most directly concerned with these services in the United States, and accordingly a committee of eminent librarians was constituted in 1955 to survey the situation and to make recommendations for improvement.

The present pattern of library service in the United States for blind people dates from the passage of the Pratt-Smoot Bill in 1931. This law authorized an annual appropriation of \$100,000 to be “expended under the direction of the Librarian of Congress to provide books for the use of the adult blind residents of the United States, including the several States, Territories, insular possessions, and the District of Columbia.” The Librarian was authorized to arrange with other libraries “to serve as local or regional centers for the circulation of such books, under such conditions and regulations as he may prescribe.”

This original authorization soon proved inadequate, especially after the advent of the talking books (sound recordings), and the later-demonstrated need for talking book playback ma-

chines as well as records. Congress, therefore, recognizing this double responsibility, increased the authorized amount at various times until the year 1946 when the ceiling was set at \$1,125,000 to be expended for books in raised characters and for the purchase, maintenance and replacement of reproducers for these sound-reproduction recordings. In the period 1931 to 1955, however, the number of blind readers using the libraries for the blind had increased from 10,000 to over 50,000.

The Library of Congress thus has been established as the key to the whole system of library service for the blind. It controls the flow of books, selects the regional libraries and the distributing agencies for talking book machines, and issues contracts for the production of books for the blind and for research to produce better quality machines, records and embossed books.

The Library of Congress, however, has been responsible only for the *purchase* of such materials, not for their *distribution* to the individual recipients. As a result, braille and talking book literature reaches blind persons through the services of twenty-eight local libraries that are valiantly striving

to cover the United States and its insular possessions. It is safe to say that very few of these libraries are adequately financed, or adequately staffed, housed or managed.

For these and similar reasons, then, the re-evaluation of the library service for blind persons was called for. The American Foundation for the Blind, in the fall of 1955, found that it was finally in a position to implement plans to conduct a survey of this steadily in-

creasing problem. Francis R. St. John, chief librarian of the Brooklyn Public Library, was requested to direct the survey, and Alexander F. Handel, consultant in community planning at AFB, was assigned the administrative coordination of the project.

After detailed planning, Mr. St. John and a number of other prominent librarians studied the libraries for the blind in the several regions of the United States, as follows:

Surveyor

Helen M. Harris, Librarian
Lawson McGhee Library
Knoxville, Tennessee

Irving Lieberman, Director
School of Librarianship
University of Washington
Seattle 5, Washington

Errett W. McDiarmid, Dean
University of Minnesota
College of Science, Literature
and the Arts
Minneapolis 14, Minnesota

Robert A. Miller, Director
The University Libraries
Bloomington, Indiana

Florinell Morton, Director
Library School
State University
Baton Rouge, Louisiana

Paul North Rice, Librarian
Olin Library
Wesleyan University
Middletown, Connecticut

Ruth Rutzen, Director
Home Reading Services
Detroit Public Library
Detroit 2, Michigan

Regional Libraries Surveyed

- { Georgia State Department
of Education
Atlanta, Georgia
- { Florida Talking Book Library
Daytona Beach, Florida
- { Library Association of
Portland, Oregon
Portland, Oregon
- { Seattle Public Library
Seattle, Washington
- { Minnesota Braille and Sight-
Saving School
Faribault, Minnesota
- { Nebraska Public Library
Commission
Lincoln 9, Nebraska
- { Chicago Public Library
Chicago 2, Illinois
- { Illinois Braille and Sight-
Saving School
Jacksonville, Illinois
- { Indiana State Library
Indianapolis 4, Indiana
- { New Orleans Public Library
New Orleans 13, Louisiana
- { Texas State Library
Austin 11, Texas
- { Perkins School for the Blind
Watertown 72, Massachusetts
- { New York State Library
Albany 1, New York
- { Michigan State Library
for the Blind
Saginaw, Michigan
- { Wayne County Public Library
Detroit 8, Michigan

Surveyor

Francis R. St. John, Chief Librarian
Brooklyn Public Library
Brooklyn 38, N. Y.

Raynard Coe Swank, Director
Stanford University Library
Stanford, California

Carl Vitz, Librarian Emeritus
Public Library of Cincinnati
and Hamilton County
Cincinnati, Ohio

Eugene Wilson, Director of Libraries
University of Colorado
Boulder, Colorado

In addition, the following served as an advisory committee:

Dr. Leon Carnovsky, Professor, Graduate Library School, University of Chicago, Chicago, Illinois

David H. Clift, Executive Secretary, American Library Association, 50 East Huron Street, Chicago 11, Illinois

Charles Gallozzi, Head, Department for the Blind, Free Library of Philadelphia, Philadelphia, Pennsylvania

John Hall Jacobs, Librarian, New Orleans Public Library, New Orleans, Louisiana

Harold Lancour, Associate Director, Library School, University of Illinois, Urbana, Illinois

Dr. Robert D. Leigh, Dean, School of Library Service, Columbia University, New York, New York, and Director, Public Library Inquiry

Donald G. Patterson, Chief, Division for the Blind, The Library of Congress, Washington, D. C.

Howard Patrem, Director, Board of Industrial Aid and Vocational Rehabilitation for the

Regional Libraries Surveyed

The Library of Congress
Washington 25, D. C.

The New York Public Library
New York 13, New York

Free Library of Philadelphia
Philadelphia 3, Pennsylvania

Braille Institute Free
Circulating Library
Los Angeles 29, California

California State Library
Sacramento, California

St. Louis Public Library
St. Louis, Missouri

Public Library of Cincinnati
and Hamilton County
Cincinnati, Ohio

Cleveland Public Library
Cleveland, Ohio

Carnegie Library of Pittsburgh
Pittsburgh, Pennsylvania

Denver Public Library
Denver 2, Colorado

Free Public Library
Salt Lake City 1, Utah

Oklahoma State Library
Oklahoma City 5, Oklahoma

Blind, Indianapolis, Indiana, and President, National Council of State Executives for the Blind

Dr. Ralph R. Shaw, Professor, Library School, Rutgers University, New Brunswick, New Jersey, and President, American Library Association

Ralph A. Ulveling, Director, Detroit Public Library, Detroit, Michigan

Ex Officio:

Alexander F. Handel, Consultant in Community Planning, American Foundation for the Blind, New York, New York

Helga Lende, Librarian, American Foundation for the Blind, New York, New York

The survey was completed this year (1957) and the printed report is now available. It includes specific recommendations which, if carried out, may bring library service for the blind to a level comparable to that which the general public now receives. The Committee recognizes that if any library service is to be successful its most im-

portant objective must be service to the reader. All facets of the service must be the means to that end. This is harder to keep in mind in library service for blind people because the consumer is seldom in direct contact with

the supplier except by correspondence. In this situation, routines and machines often become more important in themselves than they should.

Some of the specific recommendations follow:

FINANCIAL

I. The federal government should extend its budget authorization for the Books for the Blind program so that:

1. A minimum of 1,000 titles per year may be produced in a combined publication program for talking books and embossed books.
2. Talking book machines may be produced in adequate quantities so that no blind person desiring to make use of talking books should be required to wait an unreasonable time before receiving the necessary mechanical device to do so.
3. Additional funds for personnel should be made available to the Library of Congress so that at least three field workers may be employed to advise the heads of regional libraries for the blind on methods and principles of service and to act as liaison officers between the Library of Congress and the regional libraries as well as between the regional libraries themselves.

4. Travel funds should be augmented:

To provide for quarterly or preferably bimonthly visits by the field workers and by key personnel of the Division for the Blind to each regional library for the blind.

5. A central depository for seldom used but important titles should be established.

II. There are wide variations in the adequacy of financial support of the present regional pattern of library service for the blind under varied auspices.

Since states accept the responsibility for a variety of services for blind persons it seems clear that each state should accept the financial responsibility for library service for its own blind. This responsibility should include all aspects of library service except those functions provided by the federal government, including those listed above. The state responsibility should also include the distribution of talking book machines and the maintenance of records of accountability for these machines.

It may be impractical for states with a population of less than one thousand blind readers to maintain a separate library for the blind. In such cases it is recommended that contracts be made with the library for the blind in a neighboring state to provide this service at an agreed-upon fee for each blind user resident in the state. The fee should cover cost of service including overhead and should be based upon a cost study to be revised at reasonable intervals. At the present time the annual cost is between \$20.00 and \$30.00 per user for book service and machine distribution.

Since nearly one-half of the states do not now support library services for the blind financially a federal grant-in-aid program is recommended to stimulate and improve the library service for the blind at the state level. Whatever federal grant program is made available for extending and improving the library service, it should be administered by the same federal agency—the Library of Congress—as administers funds for the production of talking books and other books for the blind.

The principle of federal grants-in-aid to states for various purposes has become a well-established and accepted practice. It has become a tool of cooperative government to help maintain the well-being of the individual and to attain some measure of equality of opportunity for all of its citizens. Grants-in-aid are generally used to stimulate states to launch or expand or improve services for which state and local governments are primarily responsible. They are also used to compensate states or localities for unusual burdens placed upon them. Still another use of this device is in transferring an activity from the national to the state or local level.

ORGANIZATION

I. The library service for the blind should become the responsibility of the library extension department in each state so that the superior professional skills and experience of this department may be used to the fullest extent to support and develop library service for the blind. An additional, important benefit of this assignment will be the integration of library service for the blind with the total public library pattern in the state. Public librarians in each community must be willing to provide the advice and guidance needed by the blind person which cannot be successful when attempted entirely by mail. Material in the public library will often supplement the resources of the library for the blind to supply a particular need of a blind person.

II. The distribution of talking book machines should be assigned to the libraries for the blind for the benefit of blind users.

III. The Library of Congress should provide more coordination for the total program and maintain close liaison with the libraries for the blind.

STAFF

I. There is a shortage of professional staff in most of the regional libraries. This affects the economical and efficient planning of the routine aspects of the service and the quality of readers' advisory service which can be given.

It is recommended that at least one and preferably more than one fully qualified, trained librarian be employed on the staff of each of the regional libraries. In the larger libraries this number will have to be higher. All book selection should be made by these trained librarians. State library agencies should be called upon to provide occasional training programs for staffs of the libraries for the blind and to arrange state-wide meetings of public librarians and librarians for the blind so that the contact work with the blind can be done at the community level. The determination of interest and reading ability is essential to good book selection and this can best be done by interview. The local public librarian can use her skills to give this information and to act as an interpreter between the blind client and the regional librarian.

Opportunities for joint meetings and close liaison with other workers with the blind in the area served by the library should be provided. Contact with home teachers is especially important.

II. Salaries for the staff in libraries for the blind should be comparable to those paid the staff of other libraries in the vicinity for comparable responsibility.

PHYSICAL CONDITIONS

The books published for the blind are heavy and bulky. The book service is almost entirely by mail. Records are more numerous than are required in a public library and are essential to the operation.

Proper equipment and sufficient, well-planned floor space will materially reduce both the physical load of service and the cost of operation. The Library of Congress should establish minimum standards for physical plants which should be required of every regional library for the blind.

RECORDS

Records tend to multiply in any library and periodic checks on their usefulness are important.

It is recommended that the forthcoming *Manual of Operations for Libraries for the Blind* to be published by the Library of Congress in consultation with the librarians of regional libraries establish firmly the essential records to be kept. Liaison provided by the field workers is recommended in order, through better communication, to provide an exchange of experience that will enable each library to take advantage of efficient changes in method adopted by any one library. Individual initiative on the part of each library staff should be encouraged. It is also important that library service for the blind should be protected from the accretion of unnecessary and obsolete records.

BOOK SELECTION

I. Book selection by the Library of Congress is based on the assumption that the reading needs and desires of the blind reader are the same as those of the sighted reader. No study has ever been made to determine the validity of this assumption. The American Foundation for the Blind has plans under way for such a study in the near future. It is recommended that the study proceed as rapidly as possible.

II. The present experiments in format which reduce costs and make more copies available should be continued. The paper-covered braille book is a successful example of such experimentation.

III. It is further recommended that a special appropriation be provided or funds earmarked to permit rapid development of a core collection of books for children. It is important that this collection be developed rapidly without interfering with the required growth of the adult collection.

COMMUNICATION

At the present time each regional library operates in a separate vacuum with no regular communication with the others. In fact, the isolation is even more complete since the physical pattern of the work leads to the location of the library for the blind in a place remote from other functions of the parent library. The overwhelming work load requires so much of the time of the librarian for the blind that communication with professional colleagues is meager. Simplification of routines and extensions of service developed by one library are learned only by chance by other libraries.

It is recommended that the Library of Congress publish regularly, at least every month, a bulletin which will provide an interchange of ideas and information between the regional libraries and will, in addition, inform these libraries of the current thinking and plans of the national library for the blind.

TALKING BOOK MACHINES

I. The distribution of talking book machines has traditionally been undertaken by an agency within the state separate from the regional library for the blind. This practice in many states has resulted in distribution having little or no liaison with the regional library. Since basic information on reading ability, reading interests, and the needs of the borrower are essential to good library service, it is recommended:

1. That the responsibility for distribution of talking book machines be assigned to the regional libraries, or
2. That, with closer coordination at the state level, home teachers, or their counterparts in states where this title is not used, be instructed as to the need for this information by the library so that they can be responsible for seeing that it is made available, or
3. That field staff be assigned to the libraries to make certain that the readers know how to use their machines, that they are receiving satisfactory service and that they receive readers' advisory service as needed.

TALKING BOOK MACHINE REPAIR

The present plan authorized by the Library of Congress requires all major machine repair to be done in a central location with occasional minor repairs performed in four regional repair centers. In actual fact, many of the repairs are accomplished locally because the supply of machines is inadequate and repairs at the central location take much longer.

It is recommended that the central repair agency be used only for machines which need such major repairs that they cannot be accomplished locally. This agency could continue to make final decisions on the discarding of machines and cannibalize those parts still usable. All other repairs should be performed by local contract. The ability of the

contractor to perform repairs in a satisfactory manner could be controlled by standards established by the Library of Congress.

TECHNICAL PROBLEMS

I. It is recommended that research in the fields of production of the embossed book, the development of reading machines, and the methods of recording sound continue. Faster, more economical and more satisfactory methods of producing books for use by the blind are needed.

II. If a major change in reading machines is imminent, the total change-over should be planned and executed at one time. Provision must be made for immediate supply of reading material for the blind if the change makes the current library stock obsolete.

PUBLICITY FOR PROGRAM

I. It is recommended that a greatly expanded public relations program concerning the service be inaugurated. The program should be aimed especially at those people who do not now use the service and who would not hear about it through the usual channels. The federal government, state library agencies and regional libraries for the blind all have responsibility for such a program.

FURTHER STUDY NEEDED

It is recommended that further study be made in the following important areas.

1. *Books for Blind Children.* The inclusion of service to children in the Books for the Blind Act has recently opened a new field. What kind of library service is needed, what type of books will best serve their needs, what will be needed in addition to book service, how will the library located hundreds of miles from the school best serve both teacher and children? These and many other problems must be solved if we expect the blind child of today to assume his rightful place as a full-fledged responsible citizen of tomorrow.
2. *Book Selection.* No study has even been made of the reading needs and desires of the blind. Such a study should include both library users and non-users. The assumption that the reading needs of the blind are similar to the sighted which guides the present policy of book selection can neither be affirmed nor denied until a thoroughgoing study of the blind population is completed.
3. *Standards.* There is a demonstrated need for a set of basic standards for library service for the blind. These standards should serve as a measure for both federal and state officials. If a library consistently falls below the established standard, the responsibility for service to the blind should be placed elsewhere.
4. *Research.* Research must be continued without diminution in the hope that some day the blind will no longer need special libraries and special media but will have access to the entire wealth of the printed word through some simple electronic device, which can be conveniently carried about and which will act as an interpreter of print so that the blind may read whatever they wish whenever they desire.

ALL THOSE WHO HAVE been concerned with this survey, whether committee members, librarians or readers, have agreed that a simplified statement of the over-all task for the future should include two major objectives:

1. Improvement of library service to the more than 50,000 persons now comprising the users of the libraries for the blind.

2. The retooling or re-formation of basic facilities so that the anticipated doubling of the number of the reading audience in the next twenty-five years can be achieved with greater ease.

Copies of the complete printed report may be obtained from the American Foundation for the Blind, 15 West Sixteenth Street, New York 11, New York.

—Helga Lende

a mother joins the teacher in

INTERPRETING THE BLIND CHILD

HESTER TURNER, Ed.D.

RECENTLY ONE OF MY daughters answered the telephone and called, "Mommie, a man wants to talk to you and he is so handsome." This is the key to understanding and working with my daughters. Physical features are relatively unimportant, for they rely on other senses in determining appearance, form, and detail.

Mary and Jane were prematurely born, and as a result are visually handicapped. Each has some vision in one eye, but both are legally and educationally blind. In most respects they are just like any other average nine-year-olds. They run, skip, walk six blocks to school alone, dive and swim, are equally at home on a trampoline or a dance floor, make their beds, and help with other household chores. They differ in that they never sit still and look at books; in fact, they rarely just sit. Activity is their dominant characteristic. Their hands are constantly busy exploring their environment.

Although the girls attended the

state school for the blind for first grade, they have been enrolled in the public elementary school in our district since that time. An itinerant teacher gives each an hour of individual instruction each day during which time, besides learning to use braille and other tools, they are given supplementary help in their total school program. The remainder of the day they spend in the school room with the regular class.

As a teacher, I understand the difficulty of handling a larger than average size class, especially when a visually handicapped child is added to the load. As a mother, I am sincerely grateful to the teachers who have volunteered to take my children in their class, and who have labored to provide equal opportunity for them to learn.

It is not that I am wiser than the teachers that I make these suggestions, but only that I know my daughters better than they:

1. Premature praise based on an emotionalized concept should be avoided and judgment of the girls should be on their ability to produce as any other child is expected to do.
2. My girls identify attitudes by the tone of voice, and while a smile

Dr. Turner, mother of four children, is an associate professor of education at Lewis and Clark College, Portland, Oregon, and is a member of the Arizona and the Oregon bars. Her B.A. degree is from Our Lady of the Lake, San Antonio, and her M.A. and LL.B. degrees respectively from S. W. Texas Teachers College and University of Arizona.

can take the edge off a rebuke for a seeing child, the visually handicapped hears only the crossness. So, also, smiles of approval from across the room or an encouraging nod of the head are missed. Physical contact, a pat, or a touch are more frequently needed for assurance.

3. It is often difficult to obtain a concrete concept of an object through mere verbalization. Mary and Jane need to touch, rub, smell, or even taste to establish conceptual patterns. More exact explanations are often needed when the material being presented is mainly a visual stimulant. Often they pretend to see or to know something that is completely foreign. They must, at times, be pinned down in order to determine if their concept is correct.

4. It is boring and often difficult for the girls to wait for someone to have the time to give individual instruction. Jane may get restless and interrupt, wiggle, or manifest some other form of socially unapproved behavior. Mary, quite the opposite, will conform to social pressure and sit quietly making hen

scratches on her paper, pretending she is writing as are the other students.

5. Straining to learn without visual sensations is extremely tiring at times, and the girls occasionally show signs of fatigue more quickly than others.

6. The teacher should be alert to help the girls to determine when she is in the classroom when they need her.

7. The teacher, by helping other youngsters in the class to understand and accept the visually handicapped one, not only makes it easier for my daughters but for all handicapped people. Through her efforts the feeling toward blindness may be changed so that the future generations will accept them as people.

I sincerely hope that my daughters' teachers will feel free to call on me whenever they feel that I can be of assistance. There is no need to apologize for their lack of time or inadequacies; I have been stumped so many times I fully understand their feelings of frustration.

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Skilcraft

A NEW SALES PROGRAM

CHARLES W. FOOTE

TRAINING IN WORKSHOPS plays a vital part in the rehabilitation of many visually handicapped persons. This phase of rehabilitation training may have varying effects on individual blind persons. They may be employed temporarily or permanently, full or part time, but one thing is certain in a properly organized workshop program—products will be manufactured. The labor expended in workshops will eventually create an item that someone can use. The next step is to sell the item. Many methods and sales plans have from time to time been developed, some good, some bad.

As many of us know, some of the sales methods, some of the packaging ideas, some of the printed copy on the articles, are not particularly flattering to the workmanship or the ability of the blind worker. The printed information on many packages and labels emphasizes the handicap: "This is a blind-made product — help the blind help themselves." Many agencies have emphasized an emotional appeal by using the picture of a man wearing dark glasses and accompanied by his guide dog; that the item is a good quality product and guaranteed to satisfy is often conveyed in small type as information of secondary im-

portance. So long as this type of emotional merchandising is used it will adversely affect the achievement of higher standards in shops and in their products by those who are striving in that direction.

As many workshops developed in "wisdom and stature" and, equally important, "in manufacturing and production know-how," they began to use the techniques developed by industry—production line manufacturing, which has resulted in certain challenges, and which have been good for our entire field.

Production line manufacturing has brought about uniformity of articles, lower unit cost, and increased production, which in turn resulted in another challenge, and "thereon hangs this tale."

As the workshop production lines turned out more and better products at a reasonable cost, it was necessary for the sales program to keep pace and develop adequate to market the increased production.

Personnel in charge of sales development for the various agencies studied sales and advertising methods used by industry and decided that a trademark or brand name identification would be very helpful in planning increased national and local sales.

National Industries for the Blind,

Mr. Foote is sales manager of National Industries for the Blind, New York, N.Y.

cooperating with the agencies for the blind that operate workshops, has developed and registered a trademark:



The growth of Skilcraft has been rather rapid, and Skilcraft products are now being distributed in many ways: 1) Skilcraft products are used in a government sales program in Army, Navy, Air Force and Marine commissaries. 2) Regional sales programs operated by non-profit agencies are now using Skilcraft brand merchandise. 3) Individual agencies are using Skilcraft brand items in their local trade territories. 4) Skilcraft-labeled merchandise is being sold in chain and supermarket systems.

My purpose is to familiarize you with the aims, philosophies and operational methods of agencies furnishing merchandise under the Skilcraft label and registered trademark.

In developing such a program it is necessary to set up certain rules, regulations, and policies. Skilcraft regulations are simple, concise, direct and clear.

1. The Skilcraft label can only be used on merchandise manufactured by non-profit agencies for the blind that maintain workshops conforming to recognized production regulations such as the percentage of blind persons in direct labor, maintenance of eye cards, proper accounting records, etc.

2. Skilcraft marked merchandise can only be sold through sales programs controlled by non-profit agencies or through direct sales channels such as department stores, chains, etc. (It is of the utmost importance that Skil-

craft-marked merchandise be protected from exploitation; therefore, sales direct to consumer profit sales organizations to jobbers or wholesalers are forbidden.)

3. Skilcraft-marked merchandise must maintain a certain quality standard and, therefore, any article so marked must first be submitted to National Industries for the Blind for approval as to quality, price, type of package, information on package, and method of distribution.

These basic requirements for use of the Skilcraft trademark are agreed upon by contract between the agency for the blind and National Industries. The Skilcraft trademark is available not only to agencies associated with N.I.B. but it is available to any agency that can comply with the agreement terms. Many in our field have noted that the Skilcraft trademark and packaging philosophy is already bringing about an important psychological change in our entire field.

How frustrating it is to assist a blind person through the entire rehabilitation process to a point where he believes society will accept him as an equal, and then to find him employed either temporarily or permanently in an agency workshop where, in order to sell the fruits of his labor, the sales program must also sell his physical handicap. The Skilcraft program can help correct this condition that exists in many of our workshop sales programs. Note that Skilcraft packaging and advertising copy emphasizes quality, usefulness, attractiveness, price and incidentally, in small print, "A Product of Blind Craftsmen."

Our goal is to arrive at the day when we will remove even the small print in the trademark "A Product of Blind Craftsmen." It will come and the entire field will benefit.

National Industries for the Blind

and the agencies now using the Skilcraft trademark are anticipating that Skilcraft will eventually receive national recognition and acceptance by the general public as a trade name of quality products manufactured in workshops for the blind.

As the Skilcraft name becomes better known it is increasingly important that the Skilcraft trademark be protected from exploitation, and there-

fore we are asking those who are in work for the blind and all who are interested to make it their personal responsibility to see that the Skilcraft trademark is not exploited and is used only in accordance with the principles outlined here. If there are any questions or suggestions in connection with Skilcraft planning please call or write National Industries for the Blind, in New York.

Revised Music Manual

THE ENGLISH BRAILLE edition of the *Revised International Manual of Braille Music Notation* has been completed and is now available to all who are interested in braille music.

The manual is the outgrowth of several years' work and is the direct result of the July 1954 Paris meeting of the World Council for the Welfare of the Blind and the World Braille Council. That meeting, under the patronage of UNESCO, was attended by delegates from nineteen countries who carefully explored the possibility of revising the 1929 *International Manual of Braille Music Notation* with a view to eliminating discrepancies to effect maximum uniformity of method from country to country, introducing standard rules for braille transcription of music for certain instruments or purposes not included in the 1929 manual, and generally insuring ease of reading for blind musicians of all ages.

The 1954 conference in Paris was greatly assisted by the wealth of information circulated in advance by

Louis W. Rodenberg, who served as pre-conference UNESCO consultant and as rapporteur during the sessions themselves. Many important conclusions were reached at that meeting, while other unresolved problems were assigned to Harry Victor Spanner, of England, the WCWB braille music secretary, for final resolution in consultation with a competent group of consultants and in correspondence with the conference delegates.

The new braille edition of the *Revised International Manual* represents the completion of the first stage of Mr. Spanner's work. It is in two volumes, and may be purchased at a cost of \$2.50, postage included, from the World Council for the Welfare of the Blind, 22 West Seventeenth Street, New York 11, N. Y. Remittance is requested with order.

It is anticipated that the English ink-print edition of this manual will be available by the end of this year. The price and other details will be announced at a later date.

DEVELOPMENTS IN Reading Machines

AS A RESULT OF THE four conferences on reading machines for the blind sponsored by this office between 1954 and 1956, courses of action became quite crystallized. Research proposals were received from a number of groups and a small committee of consultants reviewed them in January 1957. Brief descriptions of the three contracts awarded as a result of these developments, work already being done under a previous contract, work in Veterans Administration Laboratories and at Intelligent Machines Research Corporation, and a project considered for support in fiscal year 1958 comprise this report.

The Development and Evaluation of an Aural Reading Device for the Blind — Battelle Memorial Institute, Columbus Ohio.

Work has already started on this project with aims to develop and perform psychological evaluation of an improved direct-translating, home-type reading machine. This will be a development of the older RCA A-2 Reader, embodying improvements including those suggested by the University of Michigan after tests of the A-2 Reader and by the Heasley subcommittee report to the Fourth Conference on Reading Machines. It is felt that this machine, while possibly limited to about thirty words per minute reading

rate, will be simple, inexpensive, portable, and useful for a variety of personal and vocational tasks involving short periods of reading. The complexity of the output tone of this type of device is believed to be the limiting factor for reading rate and it is not expected that such instruments will provide routine reading at high enough rates for pleasure or relaxation.

Research on Audible Outputs of Reading Machines for the Blind — Haskins Laboratories, Inc., New York, N. Y.

A research type contract has been made with Haskins Labs., formerly the central laboratory for the Committee on Sensory Devices and an outstanding center for research on speech sounds, to study speech and speech-like sounds in connection with the audible output of reading machines. It is hoped that the chirping tones of the Optophone and A-2 type devices will be supplanted by sounds drawn from normal speech, not necessarily arranged, however, in an order recognizable as any known language. For example, a vertical bar of a letter might be recognized and used to cause a plosive sound like *p* or *b*. The Haskins group will also study means of synthesizing English speech in connected form as an output for a machine that actually recognizes letters. Surprisingly clear speech in a "foreign accent" can already be produced using the "pattern playback" machine to play synthetic speech spec-

Released in July by, and reprinted by permission from, Research and Development Division, Prosthetic and Sensory Aids Service, Veterans Administration, New York.

trograms painted according to written rules from a phonetic transcription of the text. In a reasonable time, it is hoped, a library-size machine will be able to generate the sounds directly when supplied with the correct control voltages. Somewhat more time would be needed to build a computer to transform written English into phonetic spelling, with only moderate compromises of quality to reduce complexity. Teletypesetter tape could be used at once as an input, but recognition type reading machines are being developed rapidly for banking and commercial uses.

Output Characteristics and Construction of an Interim Word-Reading Machine—Haskins Laboratories, Inc., New York, N. Y.

A more direct project at Haskins Labs. involves the construction of a mechanically controlled, recorded tape "word dictionary" to permit study of large volumes of spoken material comprised of the pre-recorded words. The real goals are to study language problems involved and to determine psychological reactions of users of such a service after the novelty wears off, rather than to develop hardware, but presumably a machine of at least limited value will result. Teletypesetter tape will be sensed to "recognize" individual letters, which will be used to locate the addresses of the corresponding tape-recorded spoken words, and the output will be stored in an auxiliary tape stopped during dictionary searching. Playing the auxiliary tape will give connected English speech with perhaps odd inflections, and occasional spelling of words not in the pre-recorded "dictionary." Haskins Labs. will look into such questions as the best inflection for a word based on its probable use in context and

the acceptable frequency of breaking in with the spelling out process, a compromise to permit economical size of vocabulary.

Spelled Speech Research for Automatic Readers Usable by the Blind and the Blind—University of Southern California, Los Angeles, Calif.

Progress has been made in improving the pronunciation of the names of letters to increase the speed of comprehension of "spelled speech" (to be differentiated from "spelling bee" which was given limited tests by the Committee on Diagnostic Reading Tests, Inc.) Efforts have been made to avoid monotony, to provide some inflection and to allow for the use, with reasonable transition, of letters in any sequence encountered in English. A series of "pronunciation alphabets" approaching the desired ideal has already been recorded. The best alphabet would be used as the output for a future library-type reading machine capable of recognizing actual printed characters. Such machines are under rather rapid development for business purposes. In the meantime the alphabets can be tested using the equivalent letter-by-letter recognition provided by currently available punched tapes which are by-products of the printing and communication industries.

Faximile Visagraph—Research and Development Division, Prosthetic and Sensory Aids Service, Veterans Administration, New York, N. Y.

Work is underway on putting the Faximile Visagraph into practical operating condition. Problems relating to tearing of the aluminum foil, overall resolution of the system, sharpness of the relief contour and actual em-

bossing height must yet be worked out. This instrument should be particularly useful for graphs, maps and charts, circuit diagrams, etc.

Telephone Central Office Facsimile System—Intelligent Machines Research Corporation, Alexandria, Va.

Without cost to the VA, IMR and its employees generously volunteered at the Fourth Reading Machine Conference to devote some effort to adapting the RCA A-2 reader—and eventually the Battelle—for the input of a facsimile system. A facsimile scheme was proposed by Mr. Pike of RCA at the Second Reading Machine Conference, April 1955, and further development by Mr. Scherertz, then at the National Bureau of Standards. A facsimile transmitter in the blind person's home or office would transmit a replica of a document over a telephone circuit to an anonymous sighted reader at the central office, who would read the material over the phone. The system would have the privacy and anonymity of a telegraph service, which might be desirable for personal mail or for legal or other professional office work. The sighted reader in the central office

might well be a shut-in, an invalid, or orthopedically handicapped. By using a direct translating reader as facsimile input, IMR hopes to use the blind person as his own servomechanism to stay on the line and minimize wasted transmission of white space. With prompt feedback of the words, the blind person might gradually learn the auditory code directly. Availability of such service to check troublesome points might also simplify the learning process for users of the Batelle instrument when it becomes available.

Mauch Direct Translating Reading Machine — H. S. Mauch Research and Development Laboratory, Dayton, Ohio.

Early in fiscal year 1958 we hope to be able to contract with the H. A. Mauch R. and D. Lab. for the development of a relatively simple direct-translating machine which will produce a single complex sound per letter instead of the rough average of about three as in the A-2 reader. Presumably the reading speed might be tripled, especially if there is success in generating more nearly speech-like sounds.

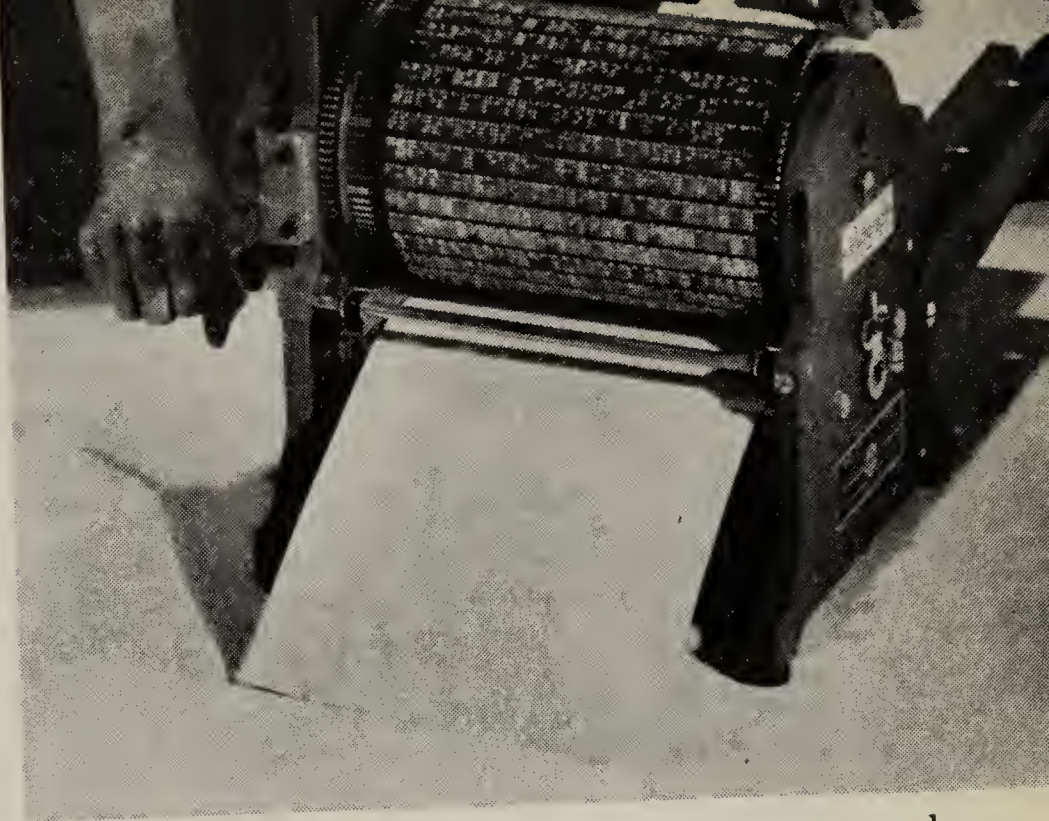
Braille Embossed by New Method

A NOTABLE NEW development in braille reproduction was demonstrated at the American Foundation for the Blind in October by representatives of the Addressograph-Multigraph Corporation.

From the time of the inception of braille to the present, one of the methods used in producing the system has

been the slow and laborious one of embossing dot by dot with some kind of guide, directly on paper, which results in only one copy. Various means have been used to multiply the number of copies, using the original transcription as a "master," resulting in more or less satisfactory reproduction

Multigraph Braille Duplicator.
Characters in individual
braille cells are mounted in
channels on the drum which is
then rotated to duplicate as
many copies as desired.



within limited numbers of copies, and, in the more successful methods, subject to more or less critical conditions such as temperature, consistency of "hardening" substances applied to master sheet, atmospheric or climatic conditions, the necessity of inconvenient or impractical speed of handling, etc.

At the other extreme of braille reproduction is press braille, which answers the need for hundreds or thousands of copies of complete volumes of books or periodicals, and which entails the use of stereotyping machines to emboss "masters" on metal sheets from which the final braille page is "printed" or embossed.

Between these two extremes in methods lies the need for one in which up to the present no simple, practicable and convenient means had been devised. It is the area in which a page or paragraph, or dozens of pages or paragraphs, of braille material are needed in "multigraphed," i.e. several, copies. Literally endless kinds of material, for endless purposes, could be used if it were available in requisite numbers of copies.

Such a method, giving evidence of meeting the several requirements involved in reproducing braille within the range of needs here indicated, has

been devised by the Addressograph-Multigraph Corporation with the aid and advice of braille experts in Cleveland, where the above corporation is located, and technical personnel at the American Foundation for the Blind.

Braille embossing of excellent quality results from the method as demonstrated. Essentially, the method consists of inserting movable types or electrotypes comprising the braille characters of complete braille cells into the grooves on the standard multigraph machine such as is used in many offices and commercial establishments, and operating the machine in the same way as is done for ink multigraphing.

Standard Ink Multigraph Easily Adapted for Braille

Where a standard ink multigraph machine is already available, all that is further needed in order to reproduce braille is a platen of suitable specifications (which can also be used when the machine is used for ink work), a supply of movable braille type, and a convenient composing stick, all of which will be available from the usual Addressograph-Multigraph sources.

While this should prove to be a practical way to produce braille ma-

terial in small lots at reasonable cost, there is actually no known limit to the number of copies that can be made once the type is set up, without depreciation in quality of embossing.

The size of the page produced by this method is governed by the size which the multigraph method accommodates. Machines are available with two stock widths of drums; this dimension determines the length of the braille (or ink type) line. The standard holds a maximum of thirty-three cells to the line.

Transcribing — while hand-setting type — will, in practice, prove to be

much more rapid than by the slate-and-stylus method, but not as rapid as by the keyboard method on a braille writer. Proofreading and making corrections will be greatly facilitated, since typesetting errors will necessarily involve complete cell units rather than individual dots, and types can readily be removed or inserted.

Volunteer transcribing groups, agencies for the blind, and any organizations serving blind people will find the process worth investigating for their own use. Addressograph-Multigraph dealers throughout the country will soon be in a position to demonstrate and supply the equipment.

1957 Migel Awards to Father Carroll and J. H. Chappell

FATHER THOMAS J. CARROLL, director of the Catholic Guild for the Blind, Boston, and chaplain of the Blinded Veterans Association, and J. Hiram Chappell, rehabilitation specialist for the blind in the Office of Vocational Rehabilitation, Washington, received the 1957 Migel Medal for Outstanding Service to the Blind at ceremonies on October 17 at the American Foundation for the Blind.

The date, the third Thursday in October, was the annual Foundation Day, which is the usual date for the presentation and is the occasion also for the annual meetings of the membership of the corporation and of the trustees, the annual reports of the president and the executive director, and the informal reception for all Foundation personnel.

In the absence of Miss Helen Keller, who has traditionally made the formal

presentation in the years since the establishment of the Migel award by Major M. C. Migel in 1937, Dr. Howard A. Rusk read Miss Keller's remarks to each of the recipients, and Peter J. Salmon, executive director of the Industrial Home for the Blind, Brooklyn, presented the medals. Dr. Rusk is professor and chairman of the Department of Physical Medicine and Rehabilitation at New York University College of Medicine, director of the Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, and associate editor of the *New York Times*.

In his opening remarks, Dr. Rusk addressed the honored guests and the assembled friends and workers for the blind in gracious and appreciative terms:

"I would like to take this occasion to speak for about an hour and a half,

but I am going to confine my remarks to saying to you something that I have wanted long to say, and that is that we in the field of general physical rehabilitation recognize that we are the youngsters-come-lately; that the philosophy and the basic patterns have been established by you who have done such fundamental service for the blind through the decades; that the physically handicapped were forgotten people. We came together really during the war . . . I can remember some of our earliest casualties in the Air Force during the Second World War, casualties who not only had the problems of blindness, but of terrific disfigurement, emotional problems and all of the things that come with severe disability. It was then, I think, that we came to recognize what you had done through the years and to take leaves from your book, and you were kind enough to take our hands and we walked together in meeting the problems of the severely disabled. So if you will accept us in the field of medical rehabilitation, I like to think of ourselves as junior partners in this effort of yours, plagiarizing your policies and philosophies but working toward the same goal, and proud to be working on the same side of the street. For all of the things you have given us, I thank you.

"I am deeply grateful to Miss Keller for inviting me to come here and read her message to you and to participate in this heart-warming presentation. I must apologize for the first recipient. We were all very proud when he came down to the Institute of Rehabilitation to consult with us and let us work with him on a physical disability that had caused him no little personal inconvenience. I have to tell you because you could never recognize it to look at him that he is a good deal better than he was a month ago. But to have him crippled up here on crutches (which I

hasten to say is still in the field of prevention) is not a very good ad for our program, but I'm stuck and I have to take him as he is. So Father Thomas J. Carroll, would you get your sticks and move over to the microphone . . . Father Carroll, this is a great honor for me — because we have been old friends — to read to you these words from Helen Keller:

'Mr. Ziegler, Major Migel, and friends:

'It warms me all the way through to present to you, Father Carroll, the Migel Medal for Outstanding Service to the Blind.

'Proudly I remember my visit to the Convalescent Home for War Blinded Soldiers at Avon, Connecticut, and we who know of your achievements are thrilled by the constructive energy with which you and others helped to restore 1200 servicemen to usefulness and the pride of normal living. Saints are revered because they have shown the spirit in which one should serve, and you are among those who lift the work for the blind into beauty and significance through your sincerity.

'Your speeches contain a delicious New England humor which creates healthy attitudes towards blindness in the seeing. By that unusual approach to rehabilitation you inspire the blind to productive activity which alone can reconduct them into normal society. We join in deepest thanks to you and in the wish that you may long remain among us with your stimulating personality, valuable counsel and understanding of humanity.' "

Mr. Salmon, in presenting the medal to Father Carroll, said to him and to the assembled guests:

". . . I can only tell Father Carroll that all that he has done, his ingenuity, his devotion, the high-minded way in which he has lifted work for the blind, and the way he has given each one of

us, individually, some soul searching to do — all of those things and much more can only be matched by the love and the high respect that we have for him as a worker in our field. We are indeed to be congratulated and we hope that Father Carroll will be with us for many years to come."

In addressing Mr. Chappell, Dr. Rusk recalled his own early years as a Middle West farm boy, and acknowledged how difficult Mr. Chappell's particular achievements in the area of rehabilitation of blind people in agricultural pursuits is. Great patience and great imagination as well as a basic understanding of people who work on the soil have been demonstrated by Mr. Chappell in this phase particularly of his many contributions, Dr. Rusk said.

Miss Keller's message was:

"And now, Mr. Chappell, it is a special pleasure for me to present you with the medal. You have shown in a novel way how the spirit can conquer with will power and ingenuity.

"In you we see one with varied handicaps who has gallantly triumphed with an exceptional mind and a heart wholly devoted to your task. We are inspired by your cheery courage in demonstrating your own abilities and showing how others without sight can win with flying colors the struggle to wring fertility from the soil. Your many years of experiments have enabled large numbers of blind people to blaze trails of activity both in industry and agriculture. It is gratifying that 3,500 blind farm workers are already entirely or partly self-supporting. Through you the blind of America and the rest of the world will rejoice in greater possibilities of achievement than in their past history."

Presenting the medal to Mr. Chappell, Mr. Salmon said:

"... To me, the great thing that you exemplify is that quiet spirit of work-

ing and getting results. Somehow it seems that sooner or later people will find out about the person that has a great mind, that has great energy, and that has great devotion that is entirely unselfish. I hope that all the days of your life you will remember the fact that this medal was as much an award of personal achievement as it is because of your professional attainments, which are many."

Father Carroll and Mr. Chappell each responded in modesty to the honor bestowed upon them. Father Carroll said, in part:

"... It little behooves a priest that he should be seeking worldly honors, that he should be seeking always human honors, and yet on the other hand God does give us special areas, special times, places of satisfaction, and in these nineteen years — now in the twentieth in the field of work for the blind — there have been many, many of these times when one feels a great and immediate satisfaction with the work at hand, with having had the opportunity to do this or to do that, or to know this person or that. On this day the feelings are not humility, but an attempt to attain humility and with it a deep gratitude, a gratitude to all of you. . . . And beyond this, there is a gratitude to God today that is in great measure a gratitude for having worked with you, a gratitude just for the love that brought so many of you here today. So God be with you."

In speaking of his accomplishments, Mr. Chappell acknowledged that if he were worthy of recognition his partner at all times was God who gave strength to carry on. He expressed the view that it was his good fortune, on the one hand, of having had sight for the first twenty-three years of his life, and on the other, of having lost it at an early enough age to enable him to adjust to the loss.

Hindsight

By M. Robert Barnett

THE SAGA OF EYELESS SIGHT

Who is there that believes one who has no eyes can see? Let us immediately eliminate all whose belief is founded upon faith in religious miracles. If one is to go with me through the tale I have to tell, it is essential to divest one's self of awe for the miraculous or the supernatural. Bring only your coldest analytical mind, for our host wishes to disclaim spiritual powers as much as he shuns the magician's masquerade.

At two o'clock on the afternoon of Tuesday, October 22, enter with me a suite on the eighth floor of the Ambassador Hotel in New York City. Grasp the welcoming hand of our host, a soft-spoken southerner of gentle sincerity. Sit down in a comfortable chair, and exchange hello's with a handful of others ensconced about the room. Watch with intense interest now, and listen with growing sensations of many sorts as the unsophisticated teen-age daughter of our host reads to us from a magazine. She reads with her eyes encased in cotton, the cotton secured by a form-fitting opaque mask, the mask sealed at its edges with scotch tape.

Sit there and wonder why you came to this private room to watch a demonstration that you've often seen before as a stimulating floor show act for jaded night club patrons. You idly reflect upon your lack of concern over whether it's a trick. Those times, in night clubs, you permitted yourself to be impressed—you applauded—and went away indulgently friend-

ly but still certain there's a catch to it somewhere.

But here you are—and you're not idly unconcerned. You're not just an amused skeptic. You're in dead earnest, for the soft-spoken southerner is repeating his advertised statement that a totally blind person can read just like the teen-age girl is reading—without eyes. And you who are hearing and pondering—you are totally blind.

Follow now the conversation. Someone asks, "Can she read anything you put on the table?" Answer: "Why don't you try her?" Do so then: someone places his identification cards before her. She reads them. Now the father-teacher asks your neighbor, "Would you mind shuffling this deck of cards?" Agreed. Playing cards then placed one at a time in quick succession in front of the blindfolded girl. Her voice, only slightly hesitant—"Jack of clubs—ten of diamonds—six of spades—"

Another questioner now. "Can your daughter do these things without you near her?" The sincere southerner ignores the implication of rehearsed cue signals—generously walks to corridor foyer with the two other men who seem to be associated with him in his enterprise. The girl now handed new material. She continues to read, apologizing sweetly for inability to pronounce words of unfamiliar or complex nature.

The trio return. The girl permitted to rest a bit, while discussion warmly encouraged. Suddenly, "Madam, I must insist that you not poke about my daughter's face. It makes her

nervous"—this from the southerner, no longer gentle and indeed rather hostile. The lady addressed returning to her seat, "I'm sorry. I simply wished to examine the blindfold." Kindly, now, an expression of complete willingness to permit examination. The blindfold removed, and passed around the room for handling and studying. Explanations: the mask was made from a plaster of Paris cast of her face. It fits the top half of her face snugly and perfectly and will fit no other face.

Question now from another observer. It would be appreciated if the father would explain his theory of how the girl accomplishes the reading. "I do not know. It might have something to do with telepathy. I can only say that I can teach anyone else to do this just as I taught her. I am confident I can teach a totally blind person to do the same thing. In fact, the only requirement is that the person must want to learn badly enough."

Q. "Are you a religious man?" (That sounded like it.)

A. "No I am not. I have read the Good Book many times though. I remember the stories of how the blind were restored their sight, and I have wanted to prove for years that it can happen again and again. It is for this reason that I have given up my regular job with the railroad."

Q. "Have you ever tried to teach a blind person?"

A. "No, I have not, but I am certain it can be done. All I need are some blind persons who are willing to try it and the proper facilities to start a school. I have been shocked to learn that apparently no one cares about giving blind people back their sight."

Q. "I understand you have been attempting to secure gifts of money for this purpose. Do you mean that it has been difficult?"

A. "I have spent all my money traveling around giving these demonstrations, and most people act like I am trying to put something over that is crooked."

Q. "Why don't you prove your theory on at least one blind person before you repeat your requests for money to establish a school to teach them?"

A. "That is exactly what I want to do. I don't want any blind person to get his hopes up unduly."

Return now to the young lady as the center of attention. The obvious question — the question reportedly asked at every demonstration — now out: "Can she read with just any kind of blindfold, or must she have on only that one you have prepared? A table napkin? Will she demonstrate some more and this time without the mask?"

Tenseness and stubbornness from the southerner now. "If we must take up our time this afternoon arguing about the blindfold, we may as well stop right now. I am sick of people implying that there is something wrong with the mask. I tell you—I simply will not fight the blindfold any more."

"But, sir, this is the one point upon which all of the skepticism which you have yourself reported cannot help but hinge. If you want people like us to share your confidence in yourself, you owe it to us to dispel the feeling that there's a trick in it."

"I do not want to try it because it may set up a psychological block. Unexpected things make it hard on my daughter. However, we will do it."

Secured now a large napkin. Folded, it is placed around the upper half of the girl's face. She begins leafing through a magazine, describing advertisements — reading titles of articles which appear in large print.

"Can you remove your hand from over your mouth, please? I cannot understand all you are saying." This to the girl from the lady observer who had offended earlier. After a time, "I am really very sorry, but your habit of keeping your hand up to your face still prevents my understanding you." The hand removed.

Now toward the end of the demonstration, "Why do you keep your head up like that?"—again the critical lady—"You really are not looking in the direction of the book, but rather more straight ahead of you. Must you keep that posture?" Answer: "I don't suppose so, although I really hadn't thought much about it."

Demonstration over. Another question:

"Is it true that you and your group have incorporated yourselves?"

"Yes, it is true. We incorporated in Virginia in order to have a way of receiving help from those who would

like to help us with their contributions of money."

"What is the name of the organization?"

"Well, we changed our minds a time or two, but we finally decided to name it the Foundation for Eyeless Sight."

Leave now. Go back to your office, and from office go home. Think over all you have observed. If the girl is not peeking, then you have been a witness to something positively uncanny. Even so, this still doesn't mean that a blind person can learn how to do it. On the other hand, if there really is sound basis for mistrust—for classifying the demonstration in the category of the stage show—then here's another problem. Many who wish to help blind persons may be led to believe, and maybe many blind persons will be put through useless processes for reputed training. If they never learn to read—they simply did not want too badly enough.

News Briefs

☆ The sixty-fourth anniversary of the Brooklyn Industrial Home for the Blind in October was marked by a ground-breaking ceremony for a new \$75,000 residential annex to Burrwood, the IHB's residential facility for aging blind and deaf-blind persons on Long Island. The annex will accommodate over 260 more blind and deaf-blind persons at Burrwood. Also in October the IHB opened its new Long Island Rehabilitation Center on Archer Avenue in Jamaica.

☆ In a new series of thirteen half-hour educational television programs, "World of Medicine," which began on September 23, one on "The Eye" is

scheduled for showing over twenty-two stations on various respective dates from December 2, 1957, until February 3, 1958. Those interested in seeing this telecast and whose areas are served by educational television stations should consult their local programs for the date of this show. Dr. Conrad Berens, Dr. Arnold S. Breakey, and Dr. John Harry King, Jr., are three ophthalmologists who appear on the show. The thirteen-program series is produced under a public service grant from Schering Corporation, pharmaceutical manufacturer.

☆ In the second year of operation of the joint training unit program of the

New York Guild for the Jewish Blind and the New York School of Social Work, Columbia University, seven graduate fellowship awards of \$1,200 each were made. Students attend classes at the New York School and do concentrated field work at the Guild.

The students awarded fellowships are Mrs. Ruth Blustein, Brooklyn, N. Y.; Josephine Catena, Newark, N. J.; Sheila Fleishman, Bronx, N. Y.; Viola Levy, Brooklyn, N. Y.; Laura Simms, Washington, D. C.; Joan Smullen, Rutherford, N. J.; and Tomiko Tanami, São Paulo, Brazil. Mrs. Claire Heimark, Blue Earth, Minn., who holds a fellowship from another agency, is also studying with the unit.

☆ Dorothy Steinert, social case worker with the Massachusetts Division of the Blind, was cited by Colby Junior College in October for outstanding accomplishments in her chosen profession. She received the Achievement Award of that college. Miss Steinert has been

with the Massachusetts Division of the Blind since 1952, and prior to that she interned for two years at the Veterans Administration hospital at White River Junction, Vt.

A graduate of Colby Junior College, Miss Steinert holds a B.A. degree from Skidmore College and an M.S. degree from the Simmons School of Social Work.

☆ A New York City small business firm, the Gift Craft Leather Company, has been presented with the first annual award of the New York Young Men's Board of Trade and the Institute for the Crippled and Disabled in recognition of the company's outstanding contribution to the employment and acceptance of handicapped people.

Major General Melvin Maas, blind, chairman of the President's Committee for the Employment of the Physically Handicapped, presented the award to Spencer Ordovery, president and owner of the Gift Craft Leather Company.

Classified Corner

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: NEW OUTLOOK FOR THE BLIND, 15 West 16th Street, New York 11, N. Y.

POSITION OPEN: Administrative assistant to director of services for the blind, State Department of Social Welfare of Kansas. Qualifications include college graduation, plus two years' graduate social work study and five years' social work experience; one year administrative experience can be substituted for one year of graduate study. Interested applicants please submit

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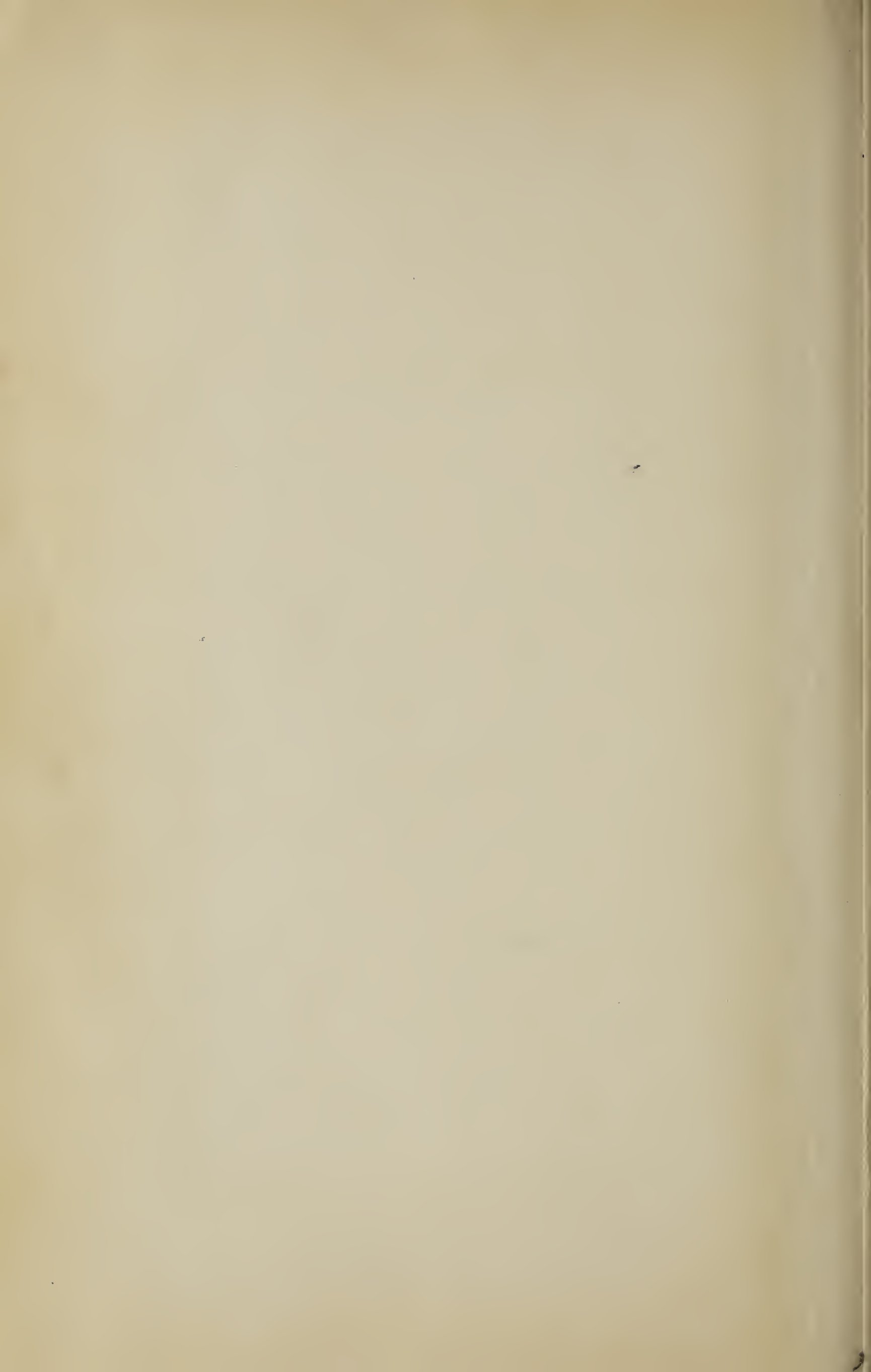
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